DOCUMENT RESUME

ED 205 323 RC 012 836

AUTHOR	Hartl, David, Ed.; And Others
TITLE	Small Schools Reading Curriculum, 7-8: Reading, Language Arts, Mathematics, Science, Social Studies. Scope, Objectives, Activities, Resources, Monitoring Procedures.
INSTITUTION	Educational Service District 189, Mt. Vernon, Wash.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE	Jul 78
NOTE	480p.; For related documents, see RC 012 825-835 and RC 012 837-851.
EDRS PRICE	MF01/PC20 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; Content Area Reading; Educational Objectives; Informal Assessment; *Instructional Materials; Junior High Schools; *Learning Activities; Oral Reading; Reading Comprehension; *Reading Instruction; Silent Reading; *Small Schools; State Curriculum Guides; *Student Evaluation; Study Skills; Teaching Methods; Vocabulary Skills; Word Recognition

ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts which do not have curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains reading curriculum materials for grades 7 and 8. The objectives listed are correlated to the Goals for Washington Common Schools and to broad K-12 reading program goals. The arrangement of information is designed to allow districts to personalize the curriculum materials to meet their own educational programs. The format consists of a sequential list of student learning objectives related to a specific area of the reading curriculum, followed by pages which feature one or more objectives and include activities, monitoring procedures, and possible resources used in teaching the objectives. Suggested grade placement of objectives and activities is indicated, and, where applicable, the relatedness of an objective to other curriculum areas is shown. Reading scope areas for grades 7-8 include word recognition skills (phonetic and structural analysis), vocabulary (root words, prefixes, suffixes), comprehension (punctuation, literal, interpretive, evaluation, appreciative), oral and silent reading, study skills (following directions, alphabetizing, dictionary skills, parts of books, reference locating, organizing, outlining, note taking, report writing, retention), and reading in content areas. (CM)

****
*   Reproductions supplied by EDRS are the best that can be made
*   from the original document.
****

Rec 29-07-81

ED205323

JULY 1978

WORKING COPY

SMALL SCHOOLS
READING CURRICULUM
GRADES 7-8

Reading · Language Arts · Mathematics · Science · Social Studies

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

RC012836

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
F. Brouillet

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SMALL SCHOOLS

READING CURRICULUM

7-8

Scope

Objectives

Activities

Resources

Monitoring Procedures

Working Copy
July 1978

This is a publication of the Instructional and Professional Services Division of the Superintendent of Public Instruction, Olympia, Washington.

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

Dr. Jack Frisk
Deputy Superintendent

Dr. Monica Schmidt
Assistant Superintendent
Division of Instructional and Professional Services

William Radcliffe, Jr.
Director
Basic Education

4

ACKNOWLEDGMENTS

The Small Schools Student Curriculum Materials were written by a consortium of teachers and administrators from local districts, Educational Service District 189 and the office of Superintendent of Public Instruction.

Small Schools Planning Committee:
JoAnne Nelson, Coordinator, Small Schools Project ESD 189
Dr. David Hartl, Assistant Superintendent, C & I, ESD 189
Robert Gilden, Administrative Assistant, Lake Stevens School District
Eugene Elledge, Assistant Superintendent, Monroe School District
Don Van Liew, Elementary Principal, Granite Falls School District
Robert Estes, Director of Curriculum, Lake Stevens School District
Ronald Crawford, Assistant Superintendent, Snohomish School District
Richard Reim, Elementary Principal, Stanwood School District
Tom Sofie, Elementary Principal, Sultan School District
Dr. Donald Hair, Assistant Superintendent, SPI
Therese Destito, Supervisor, Small Schools Project, SPI

Reading Committee 4-8:
Lana Andrews, Teacher, Monroe School District
Gordon Birklid, Elementary Principal, Lake Stevens School District
Dorothy A. Bolton, Teacher, Lakewood School District
Rebecca Bouchard, Teacher, Stanwood School District
Carroll Brown, Elementary Principal, Snohomish School District
Dana M. Brown, Teacher, South Whidbey School District
JoAnn Douglas, Teacher, Sultan School District
Jon Floyd, Teacher, Monroe School District
John Hager, Elementary Vice-Principal, Sultan School District
Marvin Hendrickson, Elementary Principal, Arlington School District
Linda Kavaney, Teacher, Arlington School District
Don Keith, Teacher, Lake Stevens School District
Gaylord Luginsland, Elementary Principal, South Whidbey School District
Lynette Lundberg, Teacher, Sultan School District
Nellie B. Motes, Teacher, Darrington School District
John Pershall, Teacher, Darrington School District
Imogene Raines, Teacher, Snohomish School District
Mary E. Requa, Teacher, Darrington School District
William Robinson, Teacher, Stanwood School District
Dawn Runyan, Teacher, Lake Stevens School District
John B. Steele, Teacher, Arlington School District
William Stocklin, Teacher, Lakewood School District
Brownie Wilson, Elementary Principal, Stanwood School District

Reading - Special Consultants:
Margaret Olson, Supervisor, Right to Read, SPI
Myrtle Snyder, Supervisor, Reading, SPI
Nancy Angello, Consultant

Dr. David Hartl, ESD 189, Editor
JoAnne Nelson, ESD 189, Editor
Therese Destito, SPI, Editor

APPRECIATION

Many educators have been involved in the development of the Small Schools curriculum materials. Of these, Robert Groeschell, now retired from the office of the State Superintendent of Public Instruction, deserves special recognition of his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small districts in identifying learning objectives and in planning for program implementation. These findings were used to provide the basis for originally funding the Small Schools Curriculum Project.

ACKNOWLEDGMENTS (cont'd.)

Resource Personnel:
Terry Beatty, Cover Illustration and Illustrator, ESD 189
Meri Smith, Cover Design, SPI
Ron Dubuque, Coordinator, Instructional Materials Center, ESD 189
Ron Fernandes, Public Information Officer, ESD 189

Office Services:
Phyllis Wilson, Secretary, SPI
Evelyn Sigler, Secretary, ESD 189
Mary Richter, Editorial Assistant
Nancy French, Assistant
Marcia Calkins, Typist
Joan Crosby, Typist
Marilyn Lane, Typist
Janet Newell, Typist

TABLE OF CONTENTS

PAGE

Introduction.. vi

Organization of Small Schools Materials...................... vi

Relationship to SLO Law................................ vii

Format.. viii

Definition of Format Terms.............................. x

Goals for the Washington Common Schools...................... xii

Reading Program Goals................................... xiii

Reading Scope (K-8)..................................... xv

Reading Objectives, Activities, Monitoring Procedures
and Resources............................(See Reading Scope) xv

INTRODUCTION

The Small Schools materials were developed through the cooperative efforts of three levels of educational organizations: local, regional and state. Forty primary teachers and ten elementary principals from small districts in Snohomish and Island Counties (Arlington, Darrington. Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan, South Whidbey and Monroe Christian School), developed and sequenced student learning objectives for grades kindergarten through third in five curriculum areas: reading, language arts, mathematics, science and social studies and for grades four through six in three curriculum areas: reading mathematics and language arts. Suggested activities, monitoring procedures and resources used in teaching the objectives were identified and each student learning objective was correlated to the State Goals for Washington Common Schools and to broad program goals. Educational Service District 109 and the office of the Superintendent of Public Instruction provided technical assistance, organizational leadership and editorial and publication services to the districts. Curriculum specialists from Washington colleges, universities and local school districts also assisted with the development of materials.

On the following pages you will find a portion of the Small Schools Curriculum. Included are student learning objectives, suggested activities, monitoring procedures and resources for Reading. These materials were developed during the 1976-77 school year.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff and Science--pink. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages viii and ix of this book for more detailed explanation of the format. On those objective pages all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the Goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This Law requires districts to identify student learning objectives and to evaluate each student's performance related to the attainment of the objectives.) Contained within this book are many more objectives than any district would choose to identify as their SLO objectives. In order to provide districts with assistance in identifying objectives which might compose their SLO list, selected objectives are marked with an asterisk (*). These objectives have been selected with the understanding that they serve only as a model when using the Small Schools materials in helping districts to meet the requirements of the SLO Law.

For more information concerning the SLO Law, see the Handbook for School District Implementation of the Student Learning Objectives Law available from the office of the State Superintendent of Public Instruction.

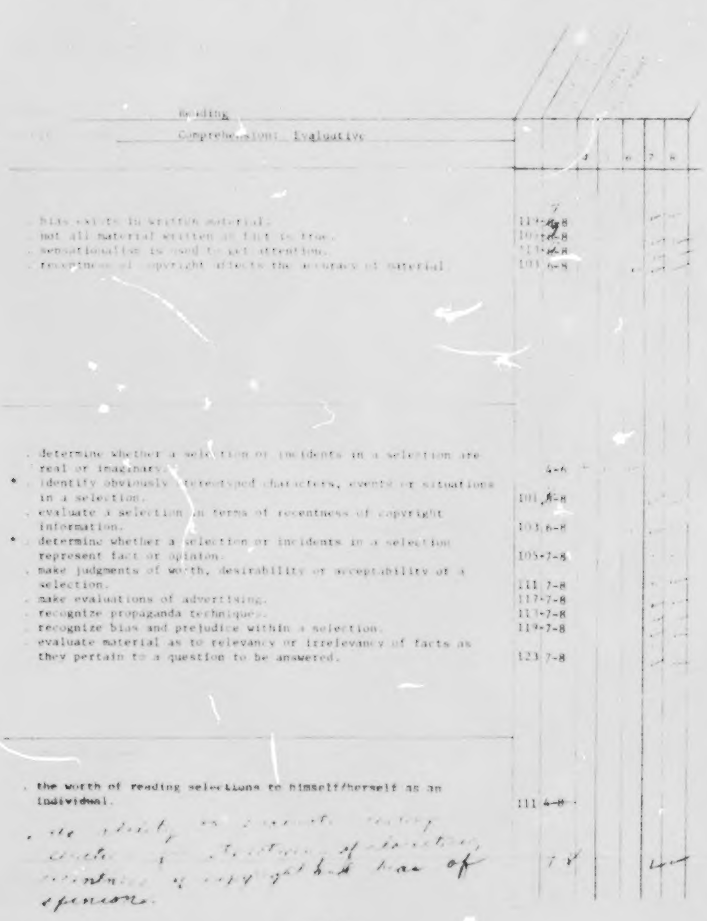
FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.



Reading

Comprehension: Evaluative

4 5 6 7 8

. bias exists in written material. 113 6-8
. not all material written as fact is true. 107 6-8
. sensationalism is used to get attention. 113 6-8
. recentness of copyright affects the accuracy of material. 101 6-8

. determine whether a selection or incidents in a selection are real or imaginary. 4-6
• . identify obviously stereotyped characters, events or situations in a selection. 101 6-8
. evaluate a selection in terms of recentness of copyright information. 103 6-8
• . determine whether a selection or incidents in a selection represent fact or opinion. 105 7-8
. make judgments of worth, desirability or acceptability of a selection. 111 7-8
. make evaluations of advertising. 117 7-8
. recognize propaganda techniques. 113 7-8
. recognize bias and prejudice within a selection. 119 7-8
. evaluate material as to relevancy or irrelevancy of facts as they pertain to a question to be answered. 123 7-8

. the worth of reading selections to himself/herself as an individual. 111 4-8

. the ability [illegible] [illegible] [illegible] of [illegible] recentness of copyright [illegible] has of opinion. 7 8

BEST COPY AVAILABLE

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows recency of copyright affects the accuracy of the material. B. The student is able to evaluate a selection in terms of recency of copyright information.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Green Cheese Group Size: small groups, entire class Materials: books, articles, magazines Procedure(s): . Identify copyright date. Is the validity of the information related to the copyright date? . Teacher read selections from old encyclopedias and reference books on such topics as the moon, science, medical science, sports records, invention. . In class discussion, compare information on same topics from current reference books. . Teacher assigns topics and facts for students in small groups to research in old and current reference materials. . Small groups report findings to entire class.	Teacher leads and monitors discussion. Teacher monitors small group reports. Help students pick out details when comparing dated information.	Books: Encyclopedias National Geographics Almanacs Record Books
Title: Date That Topic Group Size: individuals, small groups Materials: Reader's Guide, 3" x 5" cards Procedure(s): . Give the students a recent topic to look up in the Reader's Guide in the library. . Have students list on a 3" x 5" card the magazine names, titles of the articles and dates of the issues that contain information about his/her topic. . Student chooses the most recent article to read and writes a short review.	Teacher reads and discusses with students their findings. Help students become aware of noting the accuracy of information in terms of copyright dates.	District Resources

DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objective

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows...". Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do, and begins with the words, "The student is able to...". These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Definition of Format Terms

> Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.
>
> An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making toward the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Possible Learning Resources indicate materials, teacher made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

* * * * * * * * * * * * * * *

Appreciation is extended to Dr. Charles Murray, Superintendent, and the staff of ESD 189 for providing meeting space, equipment and resources which facilitated the development of the Small Schools Curriculum materials.

Additional appreciation is given to the pilot districts and ESDs 171 and 189 for their assistance in field testing and revising the Primary Small Schools Curriculum materials.

* * * * * * * * * * * * * * *

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

READING PROGRAM GOALS
(K-12)

1. The student desires to read and through self-initiative, seeks out reading for pleasure and knowledge.

2. The student develops a functional reading level to satisfy personal, social, educational, environmental and vocational needs and interests.

3. The student possesses word recognition skills (visual discrimination, auditory discrimination, phonetic analysis and structural analysis) necessary to read.

4. A. The student's vocabulary is expanded through involvement in reading.

   B. The student possesses an appreciation for the power of words and proficiency in the use of words.

5. The student possesses listening skills necessary for development in reading.

6. The student possesses comprehension skills necessary to understand, interpret, evaluate and respond to printed materials when reading both orally and silently.

7. The student possesses study skills necessary to satisfy personal, social, educational, environmental and vocational needs and interests.

READING
SCOPE (K-8)

PAGE

I. WORD RECOGNITION SKILLS
  A. Visual Discrimination -- K-2
  B. Auditory Discrimination -- K-1
  C. Phonetic Analysis
    . Consonants -- K-3 Emphasis -- 4-8 Maintenance
    . Vowels -- 1-3 Emphasis -- 4-8 Maintenance
  D. Structural Analysis
    . Rhyming Endings or Phonograms -- 1-3
    . Syllables -- 1-3 Emphasis -- 4-8 Maintenance
    . Compound Words -- 1-3 Emphasis -- 4-8 Maintenance
    . Root Words -- 1-3 Emphasis -- 4-8 Maintenance
    . Inflected Endings -- 1-3 Emphasis -- 4-8 Maintenance
    . Prefixes -- 2-3 Emphasis -- 4-8 Maintenance
    . Suffixes -- 2-3 Emphasis -- 4-8 Maintenance
    . Contractions -- 1-3 Emphasis -- 4-8 Maintenance

II. VOCABULARY
  A. Context and Vocabulary -- K-3
  B. General -- 4-8 1
  C. Root Words, Prefixes, Suffixes -- 4-8 29

III. COMPREHENSION
  A. Punctuation -- 1-8 39
  B. Literal -- K-8 55
  C. Interpretive -- K-8 73
  D. Evaluation -- K-8 99
  E. Appreciative -- K-8 125

IV. ORAL READING, SILENT READING -- 1-8 137

V. STUDY SKILLS
  A. Following Direction -- K-3, maintained throughout
  B. Alphabetizing and Dictionary Skills -- K-8 153
  C. Parts of a Book -- K-8 169
  D. Parts of a Newspaper -- K-3
     (Including production and distribution of a newspaper.)
  E. Library -- K-3
  F. Locating-Reference/Library -- 4-8 179
  G. Locating-Reference/Encyclopedia -- 4-8 199
  H. Organizing-Outlining, Note Taking, Report Writing -- 4-8 207
  I. Retention -- 4-8 211

VI. READING IN THE CONTENT AREAS -- 4-8 223

The previous numbered page in
the original document was blank

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Reading

SPECIFIC AREA: Vocabulary: General

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. context is an aid to getting the meaning of the word.	3	4-8					
. antonyms are words that have opposite meanings, i.e., alert - drowsy; bleak - cheerful.	7	4-8					
* . most words have multiple meanings.	9-	4-8					
* . synonyms are words that have similar meanings, i.e., over - above; accurate - careful; acquit - pardon.	13	4-8					
. homonyms are words that sound the same but have different spelling and meanings, i.e., pear - pair; eight - ate; weight - wait.	15	4-8					
. homographs are words that are spelled the same but have different derivations and meanings, and may differ in pronunciation, i.e., fair (market) - fair (just); object (noun) - object (verb).	17	4-8					
. the thesaurus is a resource for building vocabulary by identifying synonyms, antonyms and word usage.	7-	6-8					
. an acronym is a word formed by the initial letters of words in a set phrase.	19-	5-8					
. each subject area has vocabulary unique to the discipline.	23	4-8					
The student is able to:							
. use the context of a selection to aid in pronouncing an unfamiliar word.	3	4-8					
* . use context for the purpose of getting the meaning of an unknown word.	3	4-8					
* . determine pronunciation and meaning of homographs.		4-8					
. recognize and translate signs/symbols which are critical for international survival.	25	4-8					
. recognize and interpret abbreviations.	27	4-8					
* . expand general vocabulary through involvement in reading.	11	4-8					
. use the thesaurus to locate synonyms, antonyms and specialized vocabulary.	7-	6-8					
. use the specialized vocabulary to increase comprehension in the subject area.	23	5-8					
The student values:							
. and appreciates the power of words.	25	4-8					
. an expanding meaning vocabulary as an aid to understanding and communication.	11	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows context is an aid to getting the meaning of the word. B. The student is able to use the context of a selection to aid in pronouncing an unfamiliar word. C. The student is able to use context for the purpose of getting the meaning of an unknown word.

State Goal	1,10
District Goal	
Program Goal	3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Context Questions
Group Size: small group, entire class
Materials: sample questions for context

Procedure(s):

- Discuss different kinds of context questions with the students. (See examples below.) Start with the definition question.
- Put the following definition question on the chalkboard:
  "As he glided through the water, he met a school of small, flat fish."
- Ask the students to define the meaning of the word school in the above sentence.
- Give a sentence example where school is used in a different way.
- Continue with other types of context questions.

Examples:

- The Definition Question: What does school mean in this sentence? "As he glided through the water, he met a school of small, flat fish."
  The Semantic Question: "What other meanings do you know for the word school?"
- The Synonym Question: What other word(s) could be substituted for strict in the following sentence without changing the meaning of the sentence?
  "Jefferson began a policy of strict economy."
- The Antonym Question: "What word(s) could we substitute for strict in the above sentence to make the sentence mean the opposite of what it does now?"

Suggested Monitoring Procedures

Give the students a worksheet with questions similar to the context questions in the activity.

Possible Resources

How To Teach Reading, Revised Edition, Morton Botel, Follett Publishing Co.

District Resources

Suggested Activities: Grade(s) ______

- The Homonym Question: "What word do you know that sounds the same as the italicized word in the following sentence, but is spelled differently and has a different meaning?: The *seams* of the boat were leaking."
- The Key-Word Question: "What does the italicized word mean in this sentence?: The Russians have placed the first man-made planet in orbit."

Above materials taken from *How To Teach Reading*, Revised Edition, by Morton Botel, Follett Publishing Company.

Title: Recognizing Kinds of Context Clues
Group Size: entire class
Materials: paper, pencils

Procedure(s):

- Provide students with a worksheet listing types of context clues (see following page).
- Types of context clues include: formal definitions, description, synonyms, etc. Select those appropriate for your grade level.
- Give students worksheet taken from following page.
- Have them write the type of context clue for each sentence.

Example: Synonym - A unicorn is not a real animal.

- Post test with exercise in monitoring procedures.

- Note: Emphasis will need to be given to the use of context as an aid in pronouncing an unfamiliar word.

Suggested Monitoring Procedures

After students have completed worksheet, give the following test:

1. unicorn
2. idle
3. fresco
4. Ceres
5. matriculate
6. ramjet
7. filigree
8. griffin

a. type of engine
b. to enroll or register
c. a Roman goddess
d. lace-like work in gold and silver
e. an imaginary animal with one horn
f. a mythological monster with the head of an eagle and the body of a lion
g. not moving
h. a painting on fresh plaster

Possible Resources

Read Better, Learn More, Book C, Teacher's Edition, Ginn 1972, pages 13-14.

District Resources

RECOGNIZING DIFFERENT KINDS OF CONTEXT CLUES

Formal Definition:
A hammer is a tool with a metal head and a handle, used for driving nails.

Description:
A butterfly, which is often brightly colored, is a flying insect with four wings, two long feelers, and a sucking beak.

Example:
Violins, banjos, cellos, harps, lutes and zithers are stringed instruments.

Synonyms:
Peanuts are also known as groundnuts, groundpeas and goobers.

Comparison:
The map of Italy is shaped like a boot.

Contrast:
A person who calls other people names is not kind.

Origin:
Sports probably began as training for battle.

Apposition:
"Wild Bill" Hickock, an American frontier scout, was a great marksman.

Treasure Hunt--Using any books in the room, find one example of each of the above context clues.

IDENTIFYING CONTEXT CLUES

On the line before each sentence, write the kind of context clue that is used to assist the reader.

1. ___________ The word cereal is from Ceres, the Roman goddess of grain.
2. ___________ A unicorn is not a real animal.
3. ___________ Modern airplanes are powered by various kinds of engines: piston, fan jet, turbojet, turboprop and ramjet.
4. ___________ The Italian word for "fresh" is fresco, which gives us the name of a painting done on fresh plaster.
5. ___________ Filigree is delicate, pretty, lacelike work in gold and silver wire.
6. ___________ "Day after day, day after day,
We stuck, not breath nor motion;
As idle as a painted ship
Upon a painted ocean."
--S. Cooleridge
7. ___________ The griffin was a mythological monster with an eagle's wings, head, beak, and a lion's body, legs and tail.
8. ___________ To matriculate is to enroll or register, particularly in a college or university.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that antonyms are words that have opposite meanings, i.e., alert - drowsy, bleak - cheerful. B. The student knows the thesaurus is a resource for building vocabulary by identifying synonyms, antonyms and word usage. C. The student is able to use the thesaurus to locate synonyms, antonyms and specialized vocabulary.

State Goal	1,4
District Goal	
Program Goal	4,6,7

Related Area(s)

The previous numbered page in the original document was blank

Suggested Activities: Grade(s) 7-8

Title: Antonym-O
Group Size: small group, entire class
Materials: Bingo-type cards, word list, small squares to cover words

Procedure(s):

- Caller says words from master list and players cover antonyms on their cards.
- The first player to complete a row is the winner and the next caller.

Example: Caller says: sad
Students cover: happy

Variation:
Caller says: like
Students cover: abhor

Title: Antonym Match
Group Size: small groups, pairs
Materials: clock or timer

Procedure(s):

- The player calls out a word for which he/she knows one antonym.
- The next player within a given time must "match" the word by saying any antonym (more than one, if possible).
- A student receives one point for each antonym answer.
- Students who can't think of any matching antonym answers may challenge the caller to state one.
- Caller is penalized a point if he/she uses a word without an antonym.
- Students responding with a word that is not an antonym are penalized one point also.

Suggested Monitoring Procedures

Possible Resources

Books:

Games To Improve Your Child's English, Hurwitz and Goddard, Simon and Schuster, page 147.

Change For Children, Goodyear Publishing, 1973, page 86.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

27

28

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that most words have multiple meanings. B. The student knows the thesaurus is a resource for building vocabulary by identifying synonyms, antonyms and word usage. C. The student is able to use the thesaurus to locate synonyms, antonyms and specialized vocabulary.

State Goal	1,4
District Goal	
Program Goal	4,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

Title: Create Your Own Find-A-Word Puzzle

Group Size: individual, pairs, entire class

Materials: quarter-inch, squared paper

Procedure(s):

- Student uses thesaurus to make his own list of words.
- Student uses thesaurus to make own Find-A-Word Puzzle.
- Students exchange puzzles.

Example:

s e m t m
t r i d u
g t a v d
u f o a l
s h i n t

Find the word that means dispose.

Find the word that means newly born horse.

Variation(s):

- Have the students use the thesaurus to make a Find-A-Word Puzzle, but have the directions include more than one meaning.

Example:

e c l c y
n o d u z
m p r t x

Find the word that means to have the head move forward quickly and to signify assent.

Find the word that means to divide into parts and to reduce or curtail.

- Have students write a sentence using both meanings.

District Resources

Suggested Activities: Grade(s) ______

Title: Choosing The Right Meaning
Group Size: entire class
Materials: worksheet

Procedure(s):

- Have a list of words with multiple meanings.
- List each meaning and number it.
- Write a sentence using each meaning and have students put the number of the meaning on the line in front of the sentence.

Example:

meaning--bark 1. The outer covering of a tree. 2. The short, loud noise made by a dog. 3. A small sailing ship.

__2__ When the boy heard the dog bark, he ran to see who was coming.

__1__ The bark was burnt off the tree.

__3__ With its sails full of wind, the graceful-looking bark moved swiftly across the bay.

Variation: Difficulty of words would vary according to level.

Suggested Monitoring Procedures

Teacher check worksheets.

Possible Resources

Books:

Overcoming Meaning Difficulties, Houghton Mifflin Co.
Level 1, pages 47-50, 4th grade
Level 2, pages 66-71, 5th grade
These may be used for grades higher than 5.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows most words have multiple meanings. B. The student is able to expand general vocabulary through involvement in reading. C. The student values an expanding meaning vocabulary as an aid to understanding and communication.

State Goal	1
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Expando-Vocab **Group Size:** individuals, entire class **Materials:** small tablet cut from scrap paper		Thesaurus Dictionary

Procedure(s):

- Each student is given a small tablet to use during guided reading, either using a text or trade books.
- The student writes down a phrase or sentence in which he/she encounters a word he/she does not know.
- After completing the reading, the student uses a dictionary to look up the word and multiple meanings.
- The student circles the correct meaning for the context of the selection read.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
35		District Resources 36

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that synonyms are words that have similar meanings, i.e., over - above, accurate - careful, acquit - pardons. B. The student is able to use the thesaurus to locate synonyms, antonyms and specialized vocabulary.

State Goal	1,4
District Goal	
Program Goal	4,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Crossword Puzzle
Group Size: individual, pairs, entire class
Materials: worksheet with crossword puzzle or quarter-inch grid sheet

Procedure(s):

- Prepare a crossword puzzle with synonyms.
- Students use a thesaurus to solve.

Variation(s):

- Students make their own crossword puzzles.
- Students exchange puzzles.
- Make a crossword puzzle with antonyms and specialized vocabulary.

Title: Figuring Crosswords With a Thesaurus
Group Size: small groups
Materials: newspaper crossword puzzles, thesaurus

Procedure(s):

- Have students clip crosswords from newspapers at home and bring them to class.
- Assist small groups in solving crosswords by using a thesaurus. Develop the use of the thesaurus in locating antonyms, synonyms and specialized vocabulary with the students.
- Students can correct their own crossword puzzles by referring to the next day's crossword where answers are given.
- Have students make a list of synonyms, antonyms and specialized vocabulary they located using the thesaurus.

Suggested Monitoring Procedures

Students check each other's puzzles. Observe students use thesaurus in solving crossword puzzles.

Possible Resources

Books:

Crossword Puzzles For Word Power, Selma Herr, Instructional Materials and Equipment Distributors, 1415 Westwood Blvd., Los Angeles, California 90024, 1967.

District Resources

Suggested Activities: Grade(s) ______

Title: The Synonym Rummy Game
Group Size: pairs
Materials: blank cards (playing-card size), a thesaurus

Procedure(s):

- With the aid of a thesaurus, students select and list words that form sets of synonyms, three to five words per set.
- Words will exemplify the major parts of speech: nouns, verbs, adjectives, and adverbs.
- The size of the deck will depend on the number of players who will be using the deck when completed.
- About sixty cards should be prepared for two, three or four players.
- Write one word from list on each card.
- Rummy Rules: Shuffle, cut and deal: 10 cards to each player in a two-handed game, 7 cards in a three-handed game, 6 cards with four or more players.
- Next card is placed face up beside the deck (face down).
- Player can draw from deck or discard pile to make a synonym set. Pairs are laid out and can be added to later in the game.
- First player to get rid of all the cards in his/her hand is the winner.

Variations:

- Students can devise point system for each set of synonyms compiled during game.
- Can be played with antonyms, homonyms.

Suggested Monitoring Procedures

Have student pair keep a record of score throughout the game.

Possible Resources

Books:

Games To Improve Your Child's English, Hurwitz and Goddard, Simon and Schuster, pages 144-145.

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) The student knows that homonyms are words that sound the same but have different spellings and meanings: pear - pair, eight - ate, weight - wait.

State Goal	1,4
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: Homonym Rummy

Group Size: pair, small group

Materials: sets of cards consisting of homonyms and meaning words associated with homonyms

Procedure(s):

- Rules of rummy are to be followed (see Synonym Rummy for rules).
- Sets are formed by matching homonyms and a meaning word to each of the homonyms (four words to a set).

Example:

Homonym Cards		Meaning Word Cards	
mown	moan	cut	agonized
palate	palette	roof of mouth	painter's board
idol	idle	god	inactive
hair	hare	skin outgrowth	rabbit

Matching Pairs

mown —— cut

moan —— agonize

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
43		44

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that homographs are words that are spelled the same but have different derivations and meanings, and may differ in pronunciation, i.e., fair (market) - fair (just), object (noun) - object (verb). B. The student is able to determine pronunciation and meaning of homographs.

Related Area(s)

State Goal	1,4
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 7-8

Title: Dealing With Homographs
Group Size: entire class
Materials: worksheet

Procedure(s):

- Write down the dictionary entries of several homographs.
- Using each homograph, ask students to identify which pronunciation is used for each sentence.

  Example:

  1. prŏj′ ĕkt′ n. a plan
  2. pr jĕkt′ v. to thrust

  1. The **project** was a science report on the habits of mice.
  2. We are going to **project** the film on the wall.

- Homograph List

conduct
produce
tear
convict
permit
perfect

read
subject
lead
wind
record
object

45

Suggested Monitoring Procedures

Check worksheets.

Possible Resources

Books:

Focus, Scott, Foresman and Co., 1969, page 107.

District Resources

46

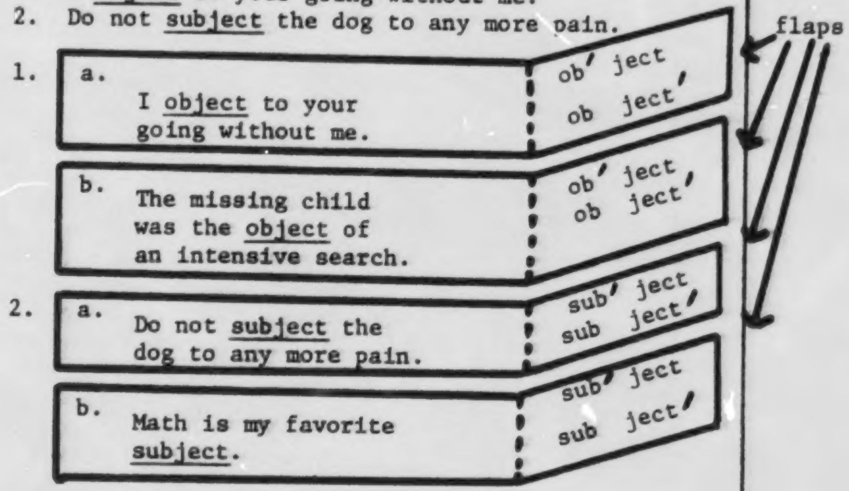
Suggested Activities: Grade(s) _______

Title: Accent on You
Group Size: individuals, pairs, entire class
Materials: 5" by 8" cards, chalkboard or worksheet

Procedure(s):

- Make cards with homographs within a sentence.
  Example:

1. I object to your going without me.
2. Do not subject the dog to any more pain.


flaps
1.
a.
I object to your going without me.
ob′ ject
ob ject′
b.
The missing child was the object of an intensive search.
ob′ ject
ob ject′
2.
a.
Do not subject the dog to any more pain.
sub′ ject
sub ject′
b.
Math is my favorite subject.
sub′ ject
sub ject′

- Student makes choice of which syllable is accented.
- Lift flap and see "Super," "Great," "You're Smart," or "Try Again."

47

Suggested Monitoring Procedures

Possible Resources

District Resources

48

Suggested Objective Placement 5-8

Student Learning Objective(s) The student knows an acronym is a word formed by the initial letters of words in a set phrase.

State Goal	1
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Acronym Crossword
Group Size: entire class
Materials: worksheet

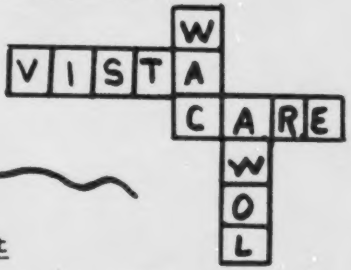
Procedure(s):

- Make a crossword puzzle using acronyms.
- The clues would be the words in a set phrase and the empty squares would correspond to the number of initial letters involved in the acronym.

Example:

Down
1.-------------
2.------------- (clues)

Across
1.-------------
2.-------------



Acronym List

AWOL
CARE
AMA
UFO
UNICEF

NASA
VISTA
WAC
NATO

Suggested Monitoring Procedures

Possible Resources

Dictionary

Abbreviations Dictionary, Ralph De Sola, Meredith Press, N. Y., 1967.

District Resources

Suggested Activities: Grade(s) ____

Title: Make An Acronym
Group Size: pairs, small groups
Materials: paper, pencil

Procedure(s):

- Have students in small groups make up acronyms of their own for student organizations, baseball teams, etc.
- When finished, have the groups explain why and how they made their acronyms.

Title: Acronyms
Group Size: entire class
Materials: worksheets

Procedure(s):

- Explain that an acronym is an abbreviation formed by using the first letter of each word, i.e., WAC stands for Women's Army Corps.
- Ask students to volunteer acronyms that they know and point out the section of the dictionary which lists abbreviations.
- Duplicate a list of acronyms for the class.
- Students may decode the ones they know and find the rest in the dictionary.
- Encourage students to use the extra room on sheets for listing other acronyms they find.

51

Suggested Monitoring Procedures

Possible Resources

Kid's Stuff, Forte, Frank & MacKenzie, Incentive Publications, 1973, page 205.

District Resources

52

Suggested Objective Placement 5-8

Student Learning Objective(s) The student knows an acronym is a word formed by the initial letters of words in a set phrase.

State Goal	1
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: What's In A Name?
Group Size: entire class
Materials: cards 3" by 5"

Procedure(s):

- Print acronym on front of card.
- Print what it stands for on back.
- Students get a point if they know what the acronym stands for or figure out what the acronym is.

Example:

CARE	Cooperative of American Remittances Everywhere
NASA	National Aeronautics and Space Administration
UNESCO	United Nations Educational, Scientific and Cultural Organization

Suggested Monitoring Procedures

Possible Resources

Dictionary

Abbreviations Dictionary, Ralph De Sola, Meredith Press, N. Y., 1967.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows each subject area has vocabulary unique to the discipline. B. The student is able to use specialized vocabulary to increase comprehension in the subject area.

State Goal	1,4
District Goal	
Program Goal	4,6

Related Area(s) Reading in the Content Areas

Suggested Activities: Grade(s) 7-8

Title: What's My Area
Group Size: pairs, small groups
Materials: flash cards

Procedure(s):

- On the front of the cards write a vocabulary word from a specific subject area.
- On the back of the card write the corresponding subject area.

Example:

Front	Back
fossils	geology
white blood cells	biology
incline plane	science

- Variation:
  After reading the word on the front of each card, the students name the content area the word relates to.

Suggested Monitoring Procedures

Observe small group activity.

If played in pairs, have students keep record of score.

Possible Resources

Books:

Be A Better Reader, Level C Basic Skills Edition, Nila Banton Smith, Prentice Hall Publishing Co., 1977.
pages 106-107 - Math
page 204 - Social Studies
page 202 - All Subjects
pages 166-203 - Science
page 192 - Computer Language

District Resources

Suggested Activities: Grade(s) ______

Title: Working with Content Words
Group Size: entire class
Materials: worksheet

Procedure(s):

- Develop a unit on specialized vocabulary unique to any subject area, i.e., math, social studies or science.
- List specialized vocabulary of chosen subject area at top of worksheet.
- Below this write sentences about the subject with blanks where the specialized vocabulary words.
- Students fill in blanks from list.

59

Suggested Monitoring Procedures

Possible Resources

Books:

Be A Better Reader, Level A, Basic Skills, Banton Smith, Prentice Hall, Inc., pages 81, 104, 105, 131, 132, 151, 152, 172.

Level Book 2, pages 67, 81, 95, 109, 125.

Level Book 1, pages 21, 37, 71, 96, 108, 126.

District Resources

60

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to recognize and translate sign/symbols which are critical for international survival. B. The student values and appreciates the power of words.

State Goal	1,6
District Goal	
Program Goal	2,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Picto-Story
Group Size: entire class
Materials: pictures of international signs

Procedure(s):

- Have students create a story using as many of the international signs as possible instead of words.
- Ask them to use the established signs but to feel free to use imaginary ones for other words.
- Have students exchange and translate the stories.

Suggested Monitoring Procedures

Observe students as they work on their stories and see who needs help. Some classifying may be needed.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

63

64

SMALL SCH S PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to recognize and interpret abbreviations.

State Goal	1,4
District Goal	
Program Goal	2,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Abbreviation Crossword
Group Size: individuals
Materials: worksheet

Procedure(s):

- Make a crossword puzzle, using abbreviations as the clues, with the empty space corresponding to the fully spelled words.

Title: Abbreviation Grab Bag
Group Size: pair, small group
Materials: box or bag, slips of paper, clock or timer

Procedure(s):

- A single letter is written on a small card or slip of paper. The slips of paper are thrown into a bag or box.
- Each player picks six letters out of the bag and within a given time, he/she has to form as many abbreviations as possible.
  Variation:
  Use three-lettered or six-lettered dice.
- The student is allowed two throws or enough to use a given amount of letters that he/she can arrange on his/her papers to form abbreviations.

65

Suggested Monitoring Procedures

Possible Resources

Books:

Games To Improve Your Child's English, Hurwitz and Goddard, Simon and Schuster, 1969, page 81.

District Resources

66

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Reading

SPECIFIC AREA: Vocabulary: Root Words, Prefixes, Suffixes

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. meaning of prefixes and how they affect the meaning of the root (base) word.	31	4-8					
. meaning of suffixes and how they affect the meaning of the root (base) word.	31	4-8					
. prefixes and suffixes may change the part of speech of a root (base) word.	33	4-8					
. the meaning of common Latin and Greek root (base) words.	37	7-8					
. many words in our language have been derived from names or borrowed from different languages.	35	7-8					
The student is able to:							
. recognize root (base) words.		4-6					
* . use root (base) words to build word meanings.		4-6					
* . use knowledge of prefixes and suffixes to increase word meaning.	31	4-8					
. use common Latin and Greek roots as an aid to getting meaning.	37	7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 70	ENVIRONMENTAL EDUCATION	OTHER ______________ 71

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the meaning of prefixes and how they affect the meaning of the root (base) word. B. The student knows the meaning of suffixes and how they affect the meaning of the root (base) word. C. The student is able to use knowledge of prefixes and suffixes to increase word meaning.

State Goal	1,
District Goal	
Program Goal	2,3,4

Related Area(s) Reading: Structural Analysis

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: Don't Miss A Word!
Group Size: pairs, small groups
Materials: clock or timer

Procedure(s):

- The first player thinks of a word that begins with a prefix and gives a clue to its meaning by asking a question.
  Example:
  What sort of mis needs an eraser? (mistake)
  What sort of per means maybe? (perhaps)
- The next player must, within a given time, guess the word.
- If the player does guess correctly, he/she continues the game by asking another prefix question.
- If the player guesses incorrectly, he/she is out of the game.
- The winner is the player who survives the elimination process.

Variation: Game can be played using suffix words,
Example: This able cannot be destroyed. (indestructable)

PREFIXES	MEANING
un	not
in	not, in, into, toward
mis	opposite or lack of
re	again

72

73

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources

dis	opposite of, absence of
com, con	together, jointly
pre	before
anti	opposed, against
inter	between, among
de	removal, reversal, reduce
sub	under, subordinate or secondary

SUFFIXES	MEANING
le	small, thing used for doing
ly	like
ful	full of, having the qualities of
able	capable of, worthy of
ion, tion, sion	result of act, state of
y	like, characterized by, full of
ment	result or object of an action
ous	full of
ance	action or process, state of
or, er, ence	comparative degree of, more
ness	state, quality or condition of being

District Resources

74

75

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student knows prefixes and suffixes may change the part of speech of a root word (base).

State Goal	1,
District Goal	
Program Goal	2,3,4

Related Area(s) Reading: Structural Analysis

Suggested Activities: Grade(s) 7-8

Title: Build A Word
Group Size: small groups
Materials: cards (playing size), dictionary

Procedure(s):

- The playing deck should have 68 cards in all with 16 prefixes, 42 roots and 10 suffixes.
- There may be several words with the same common prefix (such as re, pre), some familiar words as roots (form, view, heat, understand), and a few easy suffixes (ed and ing).
- Seven cards are dealt to each player, and the rest of the pack is laid face down on the table. The object of the game is to build as many words as possible by laying down prefixes, roots and suffixes.
- Each player draws a card from the pack and discards one. When a player feels he/she can form several words, she/he calls, "Stop!"
- All players lay their cards on the table and tabulate points.
- Scoring: 6 points for any good combination of a prefix and a root, 8 points for any combination of root and suffix, 20 points for any combination of prefix, root and suffix, 10 points for changing the part of speech of a word by using prefixes and suffixes on words:
- The dictionary is used to settle disputes.
- 250 points wins the game.

Suggested Monitoring Procedures

Suggested Resources

Books:

Games To Improve Your Child's English, Huruwitz, Goddard Simon and Schuster, pg., 105

District Resources

Suggested Activities: Grade(s) ______

Title: Changing A Word's Part of Speech
Group Size: entire class
Materials: worksheet
Procedure(s):

- Have a list of root words in one column. In two other columns, list prefixes and suffixes.
- Below that have the headings: root word, noun, verb, adverb, adjective.
- Have students change the part of speech of the root word by adding a prefix or suffix and listing it appropriately on the worksheet.

Example:

Root word	Noun	Verb	Adjective	Adverb
legal	legality	legalize	illegal	legally

Suggested Monitoring Procedures

Correct Worksheet

Suggested Resources

District Resources

Suggested Objective Placement 7 - 8

Student Learning Objective(s) A. The student knows many words in our language have been derived from names or borrowed from different languages.

State Goal	1, 6
District Goal	
Program Goal	2, 4

Related Area(s) Language Arts: Nature of Language

Suggested Activities: Grade(s) 7-8

Title: Where Did Words Come From
Group Size: entire class
Materials: dictionary, worksheet

Procedure(s):

- Have students write the words that come from the names of people and explain their meanings.
- Have students use dictionary if necessary.

Example:
Dr. J. P. Guillotine - a machine for beheading,
Charles Mackintosh - lightweight waterproof fabric,
Louis Pasteur - pasteurization, partial sterilization of a substance.

- Have students look up words to find which country they were borrowed from.

Example:

caravan	(Persia)
beret	(France)

Suggested Monitoring Procedures

Teacher checks worksheets.

Suggested Resources

Books:

Wordcraft, Rittenhouse, Metcalf, Dowling, J. M. Dents and Sons, 1969.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

82

Suggested Objective Placement 7 - 8

Student Learning Objective(s) A. The student knows the meanings of common Latin and Greek root words. B. The student is able to use common Latin and Greek roots as an aid to getting meaning.

State Goal	1, 9
District Goal	
Program Goal	2,3,4

Related Area(s) __________

Suggested Activities: Grade(s) 7-8

Title: Greek and Latin Root Word Bingo
Group Size: small groups, entire class
Materials: bingo cards, list of word definitions

Procedure(s):

- Write Greek and Latin root words in spaces of bingo cards. Teacher says meanings and student covers root word on card.

  Example: Teacher reads two and the student covers "bi".

geo	logy	bi	--	--	path
derm	graph	--	pod	--	bio
meter	--	multi	chron		theo

- The first student to cover a row is the winner.
- Suggested list of root words:

anthrop-man
geo-earth
log-study
bi-two
multi-many
chrom-color
path-disease
derm-skin
graph-write
phon-sound
chron-time
biblio-book
pod-foot
bio-life
meter-measure
theo-god

Suggested Monitoring Procedures

Suggested Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Using Greek and Latin Root Words to Decode Meaning
Group Size: entire class
Materials: worksheet

Procedure(s):

- List sentences on worksheet using words with Greek and Latin roots.
- Have word in colored block or italicized print.
- Student circle the Greek and Latin root of the indicated word.
- Have the students write a brief definition of the word under the sentence.
- At bottom of page, have the root words defined for student reference.
  Example: Multiengine aircraft have gas gauges for each engine. (having many engines)
- Suggested word part and their meanings for the bottom of the worksheet: multi-many, bi-two, pod-foot, uni-one.

Title: Greek and Latin Root Words
Group Size: entire class
Materials: chalkboard

Procedure(s):

- Greek and Latin root words with their English meanings on the chalkboard.

Suggested List of Root Words

Greek
auto- self
geo- earth
theo- god
meter- measure

Latin
bi- two
multi- many

- Have students use Greek and Latin roots to form complete words.
- Then have them look up the meaning of each and write it on the line beside the word.
  Example: Student makes words using roots.
  autograph--self write
  geology--earth study
  biped--two footed
  multimedia--many communications

Suggested Monitoring Procedures

Go over worksheet as a class or check later for accuracy.

Teacher checks student papers.

Suggested Resources

Books:

Focus, Scott, Foresman and Co. 1969.

District Resources

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Punctuation

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the comma signals a pause or series of items.	41-	4-5					
. the dash signals a longer pause than that signaled by the comma.	41-	3-8					
. the ellipsis (...) signals an interruption in thought or conversation.	45	7-8					
. the parenthesis signals an explanation of the preceding word or adds information.	47	6-8					
. the colon signals an explanation or list will follow.	47	4-8					
. the semicolon can be used in place of a connecting word such as "and" or "but".	49	6-8					
. the words between double quotation marks are usually the exact words someone said or the title of a story, article, poem or song.	51	4-8					
. single quotation marks are used around the exact words someone has said, or the title of a story, article, poem or song when these are mentioned within the speech of another story character.	53	7-8					
. there are methods of distinguishing thoughts from verbal expressions in cartoons.		4-6					
The student is able to:							
. use punctuation marks as an aid to getting meaning in silent and oral reading.	41-	4-8					
The student values:							

88

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 89	ENVIRONMENTAL EDUCATION	OTHER ______________ 90

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 3 - 8

Student Learning Objective(s) A. The student knows the comma signals a pause or series of items. B. The student knows the dash signals a longer pause than that signaled by the comma. C. The student is able to use punctuation marks as an aid to getting meaning in silent and oral reading.

Related Area(s)

State Goal	1
District Goal	
Program Goal	3, 6

Suggested Activities: Grade(s) 7-8

Title: Life or Death
Group Size: entire class or small group
Materials: worksheet, reading materials, books.

Procedure(s):

- Hand out sheet of sentences with different punctuation.
- Then go over the change in meaning as a result of the change in punctuation.

Examples:

1. a. Pardon impossible, to be sent to Siberia.
   b. Pardon, impossible to be sent to Siberia.

2. a. A pretty young salesgirl waited on me.
   b. A pretty, young salesgirl waited on me.

3. a. I left him convinced he was a fool.
   b. I left him, convinced he was a fool.

4. a. Mr. Rogers, the secretary is two hours late.
   b. Mr. Rogers, the secretary, is two hours late.

5. a. What's the latest dope?
   b. What's the latest, dope?

6. a. Shall I stick the stamp on, myself?
   b. Shall I stick the stamp on myself?

7. a. The play ended happily.
   b. The play ended, happily.

91

Suggested Monitoring Procedures

Teacher observation.
Teacher checks written work.

Possible Resources

Books:

Reading Power
Harcourt and Brace pages 55, 56, 57.

Others:

The Bookmark Reading Program

The Punctuation Bingo Game
Trend Enterprises.
The MacMillan Reading
Advanced Skills in Reading II

District Resources

92

[illegible]

Title: A Series
Group Size: entire class or small group
Materials: worksheet, reading materials.

Procedure(s):

- Have students read paragraphs with a series of items separated by commas.
- Stress the need to pause as signaled by the comma.
- Give the students additional sentences with dashes instead of commas. Have them contrast the difference when reading sentences that contain commas as opposed to sentences with a dash between words.

Example: Tom ate three hotdogs, two hamburgers, a milk shake, a candy bar and a bottle of pop.

Chickens, cows, horses, pigs and turkeys were all frightened and made noises when the plane flew low.

The present was big --too big to fit into the box.

"Sit up straight --or get a hack on the hand," he was told.

The person who can't - or won't - write a letter is cheating himself.

Suggested Monitoring Procedures

Teacher observation when students read selections.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 3 - 8

Student Learning Objective(s) A. The student knows the comma signals a pause or series of items. B. The student knows the dash signals a longer pause than that signaled by the comma. C. The student is able to use punctuation marks as an aid to getting meaning in silent and oral reading.

State Goal	1
District Goal	
Program Goal	3, 6

Related Area(s) ______

Suggested Activities: Grade(s) 7-8

Title: Punctuation Bingo
Group Size: small groups
Materials: punctuation bingo card and individual call cards

Procedure(s):

- Make up a bingo card using punctuation marks. Also make up call cards using punctuation marks (see illustration).

BINGO CARD

?	!	.	(...)
;	-	:	" "
(.)	?	!	"' '"

CALL CARDS

?	.

Variation: Instead of call cards say, "I am used _ _ _ _ _ _ _".

to show strong feeling	at the end of a sentence	at the end of a quotation

Suggested Monitoring Procedures

Possible Resources

Punctuation Bingo
Trend Enterprises

District Resources

[illegible]

[illegible]

[illegible]

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7 - 8

Student Learning Objective(s) A. The student knows the ellipsis (...) signals an interruption in thought or conversation. B. The student is able to use punctuation marks as an aid to getting meaning in silent and oral reading.

State Goal	1
District Goal	
Program Goal	3, 6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Left Out
Group Size: entire class or small group
Materials: chalkboard

Procedure(s):

- Remind students that sometimes when they read, they will see three or four periods in the middle or at the end of a sentence. Such marks are called an ellipsis.
- Write this sentence on the chalkboard,
  "Now where did I put . ...? Here it is!", thought Tina, pulling the letter out from the pile of papers.
- Ask the students to notice the periods of ellipsis in the middle of Tina's thoughts.
- Ask them if they know what the periods of ellipsis show in that sentence?....(they show that Tina's thoughts were interrupted). Because Tina found what she was looking for, she changed her mind and thought something else.
- Periods of ellipsis can also show that another person or another thing has interrupted a speaker or that some information has been left out. In such instances, an ellipsis indicates a break in the conversation, and the reader should pause when he/she comes to the ellipsis.
  Example: Sandra handed Bill the letter and said, "Will you please mail .... Wait a minute, I forgot to put a stamp on it."

Suggested Monitoring Procedures

Possible Resources

Keystone Reference Handbook
Houghton-Mifflin

District Resources

Have the student write "yes" or "no" to the following:

(No) Bill interrupted Sandra.

(Yes) Sandra's thought was interrupted when she saw that the stamp was missing.

(No) Sandra decided not to send the letter.

Jim said to Steve, "Olympia is the capitol of .... oh no, it's not the state I want but the nation's capitol.

(No) Steve interrupted Jim.

(No) Jim was interrupted by Steve.

(Yes) Jim interrupted his own thought because he caught his error.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the parenthesis signals an explanation of the preceding word or adds information. B. The student knows the colon signals an explanation or list will follow. C. The student is able to use punctuation marks as an aid to getting meaning in silent and oral reading.

State Goal	1
District Goal	
Program Goal	3, 6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: More Information Needed
Group Size: small group, entire class
Materials: chalkboard or worksheet

Note: Remind students that the parenthesis is used in writing to signal an explanation of the preceding word or add information.

Procedure(s):

. Write several sentences showing examples of the use of parenthesis.

Examples:

1. The task can be assigned to three students (or you can get volunteers).
2. Under the influence of French, Irish, German immigrants (among others) a great many new words are added to our American language.
3. Hapo (or half penny) is an English word for an amount of money.
4. Acronyms are letter combinations that are read as words (for example NATO, CARE, AID, CORE).
5. We have borrowed many words from foreign countries such as coleslaw, waffle, scow, boss (Dutch); bouquet, garage, beige, banquet (French).

District Resources

104

103

Suggested Activities: Grade(s) ______

Title: Colons
Group Size: small group
Materials: textbooks with selected passages or worksheet with selected passages

Procedure(s):

- Have students read the selected passages pointing out the similarity between a parenthesis and a colon, i.e., they both can signal an explanation. Also point out that a colon can signal a list of items.
- Have the students read the passages noting the differences.
- Ask the students why it is important to know information about colons and parenthesis. (It assists in getting meaning).

105

Suggested Monitoring Procedures

Observation by the teacher noting students who have difficulty with the concepts.

Possible Resources

District Resources

106

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6 - 8

Student Learning Objective(s) A. The student knows the semicolon can be used in place of a connecting word such as "and" or "but". B. The student is able to use punctuation marks as an aid to getting meaning in silent and oral reading.

State Goal	1
District Goal	
Program Goal	3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Semicolon: Semicolon
Group Size: entire class or small group
Materials: chalkboard or worksheet

Note: Remind the students that the semicolon is used in writing to replace a comma and a connecting word.

Procedure(s):

- Write several sentences showing examples of the use of the semicolon.
- Ask the students to replace the word that the semicolon replaces.

Example:

Don't start a sentence with a figure; change the word order or write out the number. (but)
Jack ran his fastest race yet; he failed to win a medal. (but)
A person reads that book; he's never quite the same again. (and)
I've been doing that job; I'm bored to death. (and)

Suggested Monitoring Procedures

Suggested Resources

Keystone Reference Handbook
Houghton-Mifflin Co. 1976

District Resources

107

108

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

109

110

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows the words between double quotation marks are usually the exact words someone said or the title of a story, article, poem or song. B. The student is able to use punctuation marks as an aid to getting meaning in silent and oral reading.

State Goal	1
District Goal	
Program Goal	3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Using Quotation Marks
Group Size: entire class
Materials: cartoon strips, books, tape recordings, worksheets

Procedure(s):

- Have the students take a cartoon strip and copy the conversation on notebook paper, putting in quotation marks wherever they belong.
- Have the students choose two of their favorite book characters or story characters.
- Have them write a conversation between these two characters, putting in quotation marks.

Variation:

- Have students interview a classmate. Have them write exactly what he/she says. Write his/her answers on small tagboard strips, putting in quotation marks.
- Have students listen to a taped interview. Have them write the exact conversation putting in quotation marks.
- Give students a list of story titles (not books), song titles or poems. Use each title in a sentence and have them put in quotation marks.
- Put several sentences on a worksheet using the titles of stories, titles of poems and song titles. Have students put in the quotation marks where appropriate.

111

Suggested Monitoring Procedures

Possible Resources

More Center Stuff for Nooks, Crannies and Corners by Imogene Forte, Mary Ann Purgle. Incentive Publications, 1976.

Overcoming Meaning Difficulties by William K. Durr and Robert L. Hillerich. Houghton Mifflin Co. 1970

District Resources

112

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student knows single quotation marks are used around the exact words someone has said, or the title of a story, article, poem or song when these are mentioned within the speech of another story character.

State Goal	1
District Goal	
Program Goal	3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Single vs Double
Group Size: entire class
Materials: tapes, worksheets, tagboard

Procedure(s):

- Have students tape interviews of each other on interests, poems and stories they have read, favorite songs, etc.
- Have them listen to the tapes and quote the person correctly in writing.
  Note: Remind students to use double quotation marks on the outside of sentence, single quotation marks around the poems and songs on the inside of the sentence.
- Write a series of sentences that take double and single quotation marks (but leave out the quotation marks) on tagboard. Cut the sentences apart into single words.
- Divide the class into groups, giving each group a packet consisting of a cut-up sentence. Have them put the sentence in order with each person holding a word.
- Have two people stand at the beginning of the sentence to represent the first set of double quotation marks, have two students stand at the end for second set of double quotations.
- Have single students placed where single quotation marks should be.
- Group presents themselves to the class.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

117

118

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Literal

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. a pronoun referent identifies a person, place or thing previously named or implied.		4-5					
. adverbs answer how, when, where, how often.	57	5-8					
. clue words, i.e., first, then, while, before, after, are an aid in noting sequence.	63	4-8					
. special type (italics, boldface) is a tool used by authors to aid the reader to perceive intended meaning.	59	4-8					
. literal details are stated facts such as names of characters, setting, incidents and time a story took place.	61	4-6					
. sequence is the order of incidents or actions in a selection.	63	4-6					
. the main idea of a selection is an explicit statement which conveys the theme or focus of the selection.	65-	4-8					
The student is able to:							
* . use pronoun referents as an aid in determining meaning.		4-6					
. use adverbs to determine how, when, where and how often.	57	5-8					
. use clue words as an aid in determining sequence when reading.	63	3-8					
. use special type (italic, boldface, capitals) as an aid to getting the meaning of a written selection.	59	1-8					
* . recognize, recall and/or locate details (when explicitly stated) from a selection read.	61	4-8					
* . recognize, recall and identify main ideas (when explicitly stated) from a selection read.	65-	4-8					
* . recognize, recall and locate sequence (when explicitly stated) from a selection read.	63	4-8					
* . recognize, recall and locate character traits (when explicitly stated) from a selection read.	61	4-8					
. recognize, recall and locate cause and effect (when explicitly stated) from a selection read.	69	4-8					
* . recognize, recall and locate comparisons (when explicitly stated) from a selection read.	71	4-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 120	ENVIRONMENTAL EDUCATION	OTHER ______________ 121

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5-8

Student Learning Objective(s) A. The student knows adverbs answer how, when, where, how often.
B. The student is able to use adverbs to determine how, when, where and how often.

State Goal 1
District Goal
Program Goal 3

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

Title: The How, When, Where, How Often
Group Size: small groups, entire class
Materials: several pages of single paragraphs as well as several short stories, work sheets

Procedure(s):

- Have students read a paragraph and underline the "how" words and so on for each (when, where and how often).
- After students finish reading a paragraph, ask specific "How, etc." questions to be answered from their reading.
- Write a paragraph leaving out the adverbs and have students fill in as they read.

Title: Adverbs: Adverbs
Group Size: small group, entire class
Materials: worksheet or chalkboard

Procedure(s):

- Ask the questions--how, when, where, how often.
- When the student responds, ask him/her how he/she knows.
- Then go into the fact that these words are adverbs.

Example(s):

1. How or in what manner did Si go to the mountain?
   Answer: Quickly--using long strides.
2. When did the gods get angry with him?
   Answer: Immediately upon his arrival.
3. Where does it say the scrolls were placed?
   Answer: Over there.
4. How many times must Si return?
   Answer: Just states "often".

District Resources

Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows special type (italics, boldface) is a tool used bu authors to aid the reader to perceive indended meaning. B. The student is able to use special type (italic, boldface, capitals) as an aid to getting the meaning of a written selection.

State Goal	1,10
District Goal	
Program Goal	2,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Special Type
Group Size: small group, entire class
Materials: worksheets

Procedure(s):

- Give students a paragraph to read containing special type. Select a passage that has italics and/or boldface used for several purposes. (stress, title, foreign words, etc.)
- Have students identify why author has used special type.
- Have the students read the same paragraph without special type, explaining why it is needed.

Suggested Monitoring Procedures

Check student's work.

Possible Resources

Books: Reference Handbook for Keystone, Houghton Mifflin, p. 272

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows literal details are stated facts, such as names of characters, setting, incidents and time a story took place. B. The student is able to recognize, recall and/or locate details (when explicitly stated) from a selection read. C. The student is able to recognize, recall and locate character traits (when explicitly stated) from a selection read.

Related Area(s)

State Goal	1,9
District Goal	
Program Goal	2,6,7

Suggested Activities: Grade(s) 7-8

Title: What's My Name
Group Size: entire class
Materials: story with details and character traits

Procedure(s):

- After students have read the story select a panel of students to be "What's My Line" type contestants.
- Have each student represent a different character.
- Have other students in the class ask questions of contestants based on details of characters in the story.
- Put some time limit on each student asking questions. See if they can figure out who each panelist is before the buzzer goes off.

Suggested Monitoring Procedures

Observe class and see who is able to ask detail questions or use the details available to guess the name of the character.

Possible Resources

Books:

Locating the Answer and Getting the Facts, Barnell Loft Ltd.
A through Adv. (2-7)

Understanding Word Groups, R.A. Boning
Dates and Westbrook Inc. 1973
(sentences requiring picking out words that answer, who, what, where, when and why)

Working with Facts and Details,
(Skill Booster D&E, 7th and 8th
Modern Curriculum Press.

District Resources

District Resources

132

133

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows sequence is the order of incidents or actions in a selection. B. The student is able to recognize, recall and locate sequence (when explicitly stated) from a section read. C. The student knows clue words, i.e., first, then, while, before, after, are an aid in noting sequence. D.The student is able to use clue words as an aid in determining sequence when reading.

Related Area(s)

State Goal	1
District Goal	
Program Goal	2,4,6

Suggested Activities: Grade(s) 7-8

Title: Determining Sequence
Group Size: individual, entire class
Materials: worksheet

Procedure(s):

- Have students read directions on how to make something. Tell students to notice the order in which the different steps should be done.
- Below these directions, arrange the steps in the wrong order. Cover the original set of directions and have students put the correct number by each step according to its proper place in the sequence.
- Check sequence by uncovering original set.

Title: Build A Sequence Story
Group Size: individual, entire class
Materials: chalk and chalkboard

Procedure(s):

- Explain the importance of clue words in following a sequence of events.
- List the clue words on the board.
- Give a lead-in sentence. Ask the students to add sentences in order to make a story. Be certain to use the sequence clue words.
  Example: When John ran down the street, he hid from his pursuers--add on from there using clue words such as--first, next and later.

Suggested Monitoring Procedures

Check student's progress and competence on worksheet.

Possible Resources

Books:

Reading For Different Purposes
Houghton Mifflin Co.
pages 18-34 (used in 7th and 8th but is 4th level)

Detecting The Sequence
Barnell Loft Ltd.
Series: A through Adv. (2nd grade through 7th)

District Resources

Suggested Activities: Grade(s) ______

Title: Funnies Puzzle
Group Size: individual, pairs
Materials: cartoons from Sunday newspaper comics-each complete story cut into separate blocks.

Procedure(s):

- Give each student or pair of students a complete cartoon story sequence set (should be 8-12 blocks and should be the type that includes a complete episode).
- The cartoons are given to the students in mixed up order. Students reassemble the cartoon blocks in sequence by using text and picture clues.
- After reassembling comic sequences, students put away comics and write the story in sequence, including dialogue.

Suggested Monitoring Procedures

Observe and ask students about reasons for sequence

Possible Resources

Books:

Change For Children
Kaplan, Kaplan and Madsen
Taylor Goodyear Publishing Co.
1973, pages 92-95

Reading Games
Wagner and Hosier, Teacher 1969
page 89

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the main idea of a selection is an explicit statement which conveys the theme or focus of the selection. B. The student is able to recognize, recall and identify main ideas (when explicitly stated) from a selection read.

State Goal	1
District Goal	
Program Goal	2,6,7

Related Area(s)

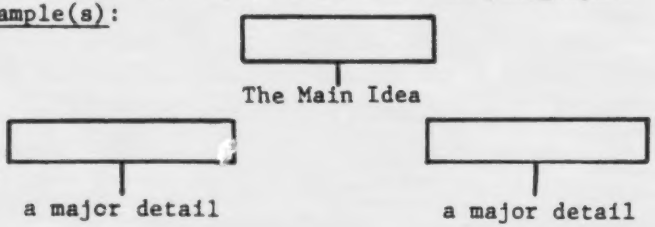
Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Pyramids
Group Size: small groups, entire class
Materials: paper, pencils, paragraph

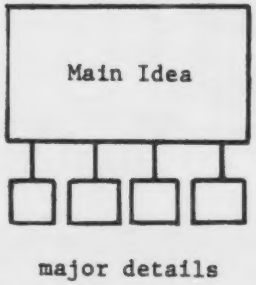
Procedure(s):

- Have students read a paragraph and decide on the main idea.
- Have student draw boxes as illustrated, showing the main idea and major details of the paragraph.

Example(s):



Variation:



District Resources

Title: Bumper Stickers
Group Size: small groups
Materials: objective newspaper articles

Procedure(s):

- . Divide the class into small groups and give each group newspaper articles to read.
- . Have students read paragraphs and determine main ideas.
- . Each group paraphrases the main idea and writes it on a bumper sticker.
- . If desired, have students write paragraph titles expressing main idea of each paragraph.

Title: Locating Main Idea
Group Size: entire class
Materials: worksheet with samples of paragraphs

Procedure(s):

Note: Main idea is sometimes contained in the first or the last sentence. However, it is best to teach students that the main idea is not always stated in a particular sentence.

- . Try to get student to extract the main idea from the paragraph as a whole.

Example: Pioneer children had many toys. They used sticks, twigs, rocks and shells. They used anything they found around them. They had just as much fun as children today have with toys that come from the stores. But, best of all, the pioneers' toys were free!

1. Which sentence states the main idea?
2. Rewrite the main idea in your own words.

Title: Posters
Group Size: small group, individual or entire class
Materials: construction paper or tagboard, paints, crayons or felt pens

Procedure(s):

- . Have students make a poster to advertise their

Check bumper stickers against the main idea of the articles.

Students give written or oral responses to questions.

BOOKS:

Reading Activities in Content Areas, Dorothy Piercey, page 568

Getting the Main Idea, Barnell Loft, Ltd. (A through Adv. 2-7)

Reading For Different Purposes, Houghton Mifflin Co., Pages 36-50 (level 1,4th), pgs. 18-38 (level 2, 5th)

Be A Better Reader, Nila Banton Smith, pgs. 12-13 T.E. page 32 T.E.

110 Reading Comprehension

Activities, Butzler, Linn

Instructor Publications

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the main idea of a selection is an explicit statement which conveys the theme or focus of the selection. B. The student is able to recognize, recall and identify main ideas (when explicitly stated) from a selection read.

State Goal	1
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
book, story or paragraph. Include: a. Title b. Main Scene c. Author . On the bottom of their poster, have them print the main idea of the story or paragraph.		
		District Resources

[illegible]	[illegible]	[illegible]
		District Resources

144

145

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to recognize, recall and locate cause and effect (when explicitly stated) from a selection read.

State Goal	1
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Introducing Cause and Effect
Group Size: entire class
Materials: stories, worksheet or just paper

Procedure(s):

- Give students a chance to evaluate several stories in a unit, filling out a story chart such as this:

Character	Behavior or Actions	Effect of Actions
Flat Sam	------	became flat

Title: Cause and Effect Round Robin
Group Size: small group, entire class
Materials: none

Procedure(s):

- Direct a student to describe one event. For instance, the student might say, "My horse was frightened by a car backfiring."
- Direct other students to state two effects or results of this action. Example: "He began to buck and rear. I began to slip off."
- Ask still another student to describe two effects for each of the first student's statements. Continue until all students have participated or the number of effects gets too great.

Suggested Monitoring Procedures

Check student's work progress when working and when story charts are done.

Observe which students are able to supply the effects.

Possible Resources

Books:

Drawing Conclusions, Barnell Loft Ltd., Books A through Adv. (2-8th)

District Resources

Suggested Activities: Grade(s) ______

Title: It all Happened Because
Group Size: small groups, entire class
Materials: comic strips from home or have some on hand (Wizard of Id, Katzenjammer Kids are good)

Procedure(s):

- Choose groups of two or three pictures to show cause and effect.
- Find events leading to cause (what character started out to do), and actions that will result.
  Example: A character plans to impress someone, and while doing this he doesn't see the manhole which he falls into, causing the person he is trying to impress to think he is just funny, or the character gets bawled out by worker in manhole.
- Student makes a cartoon sequence portraying a cause and effect relationship in the story he/she reads.

Suggested Monitoring Procedures

Observation and checking students work. Have students check each other's cartoons to see if they see the same cause and effect as intended.

Possible Resources

Comics

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to recognize, recall and locate comparisons (when explicitly stated) from a selection read.

State Goal	1
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Find It In The Classifieds
Group Size: small groups (4-6)
Materials: classified sections, 12 x 18 blank sheets

Procedure(s):

- Use "For Sale" classified ad section in newspaper.
- Assign students to a certain type of item (autos for sale, houses for sale).
- Have groups (determined by type of item) of students make charts comparing items offered for sale.

Example:

HOUSE

Location	Rooms	Price	Extras

Title: What Is It?
Group Size: individual, small group or entire class
Materials: recipes or pictures of food

Procedure(s):

- Have each student bring a picture and recipe to school.
- Teacher mount and number picture, and duplicate all recipes.
- Give each student a packet of recipes to be matched to displayed pictures.

Variation: Students could match descriptions of animals with pictures of animals, etc.

Suggested Monitoring Procedures

Observe class at work.

Teacher observation and checking of accuracy.

Possible Resources

Books:

Change For Children, Kaplan, Kaplan, Madsen and Taylor Goodyear Publishing Co., 197 pages 75-77

Games Which Challenge The Intellect, Wagner Hosier Grade Teacher Publications 1969

Books:

Reading Activities In Content Areas, Dorothy Piercy, pages 338 and 339

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

152

153

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Interpretive

	Page	Suggested Grade Placement	District Placement 4	District Placement 5	District Placement 6	District Placement 7	District Placement 8
The student knows:							
. ideas, events or actions may be implied rather than stated directly in a selection.	75-	4-8					
. an analogy is a comparison of two things that are related in some way	93	5-8					
. inferred details are those details which the author did not include but could have made the materials more informative, interesting or appealing.	79	6-8					
. the main idea, theme or focus may not be stated in the selection.	77	7-8					
The student is able to:							
. infer sequence in a selection.	75	4-8					
. identify an unstated main idea.	77	6-8					
. infer character traits from actions, feelings and thoughts of characters.	79	4-8					
. classify characters, traits, events and personal experiences, times, places and ideas in a reading selection.	81	4-8					
. infer cause and effect relationships.	83	4-8					
. draw conclusions and substantiate them with reference to the material read.	85	4-8					
. draw conclusions and generalize to new situations.	87	4-8					
. predict the outcome of a selection.	89	4-8					
. summarize a selection.	91	4-8					
. recognize relationships between analogous pairs.	93	4-8					
. infer meanings from figurative language: idioms, metaphor, simile	95-	5-8					
. identify and formulate generalizations.	87	7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 155	ENVIRONMENTAL EDUCATION	OTHER ____________ 156

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied rather than stated directly in a selection. B. The student is able to infer sequence in a selection.

State Goal	1,9
District Goal	
Program Goal	1,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: What Would Happen and When?
Group Size: individual, entire class
Materials: worksheet

Procedure(s):

- Select or write two short paragraphs that introduce an incident or story.
- Below the paragraphs list several sentences that may or may not have happened as a result of the story.
- The students then select which sentences could have happened in the story.
- Students then write the sentences on their worksheet in proper sequential order.

Example: Only five seconds remained on the clock. How could Slick Watts shoot a basket? He dribbled low with his left hand and drove for the basket.' Suddenly a huge hand loomed over the ball. A groan was heard in the stands for the game was over. Home fans consoled Slick and let him know they appreciated his effort. All he wanted to do was get to the showers.

Seattle won the game.
Seattle lost the game.
Slick made the basket.
Slick did not make the basket.
Seattle was ahead in the game.
Seattle was behind when five seconds remained on the clock.

Suggested Monitoring Procedures

Possible Resources

Books:

Reading and Thinking Skills 4 Continental Press, page 20.

"Go", Scholastic Magazine Publications, 1974, Master 27 TV 2;88/6.

Detecting the Sequence, Richard A. Boning, D. E. Barnell Loft, Ltd., Baldwin, N.Y. 1973.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources
159		160

SMALL SCH S PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied rather than stated directly in a selection. B. The student knows the main idea, theme or focus may not be stated in the selection. C. The student is able to identify an unstated main idea.

State Goal	1, 9
District Goal	
Program Goal	1,2,6

Related Area(s) ______

Suggested Activities: Grade(s) 7-8

Title: Main Ideas in Single Sentences

Group Size: individual, small group, entire class

Materials: worksheet

Procedure(s):

. Explain that the following exercise was written to find the inferred main idea of a single sentence.

. Have the students read the sentences carefully and by answering the questions, try to understand what the total sentence means. Is there an unstated main idea?

1. Kuru, or laughing sickness, afflicts only the Fore tribe of eastern New Guinea and is 100% fatal.
   a. What does fatal mean?
   b. How many ideas are in the sentence?
   c. What are the ideas?
   d. What does afflict mean?
   e. What is the main idea of the sentence?
2. Medical records show a case of someone with thirteen fingers on each hand and twelve toes on each foot.
   a. How many ideas are in this sentence?
   b. What are the ideas?
   c. What is the main idea?
3. The most common disease is the common cold.
   a. What does common mean?
   b. What is the main idea?
   c. Are there any other ideas?
4. The most massive living thing on earth is a California Sequoia tree named General Sherman, standing 272 feet 4 inches tall.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

a. How many ideas are in the sentence?
b. What are the ideas?
c. Is this tree alive today?
d. What does massive mean?

5. An hysterical 123 pound woman, Mrs. Maxwell Rogers, lifted one end of a 3,600 pound car which had slipped off a jack and fallen on her son.
    a. How many ideas?
    b. What is the main idea?
    c. Under what heading is the Book of World Records would you place this fact?

Title: What Would Happen and When?
Group Size: individual, entire class
Materials: worksheet

Procedure(s):

- Select or write two short paragraphs that introduce an incident or story.
- Below the paragraphs list several sentences that may or may not have happened as a result of the story.
- The students then select which sentences could have happened in the story.
- Students then write the sentences on their worksheets in proper sequential order.

Example: Only five seconds remained on the clock. How could Slick Watts shoot a basket? He dribbled low with his left hand and drove for the basket. Suddenly a huge hand loomed over the ball. A groan was heard in the stands for the game was over. Home fans consoled Slick and let him know they appreciated his effort. All he wanted to do was get to the showers.

Seattle won the game.
Seattle lost the game.
Slick made the basket.
Slick did not make the basket.
Seattle was ahead in the game.
Seattle was behind when five seconds remained on the clock.

Suggested Monitoring Procedures

Possible Resources

Books:

Reading and Thinking Skills 4
Continental Press, page 20.

"Go" , Scholastic Magazine Publications, 1974, Master 27 TV 2;88/6.

Detecting the Sequence, Richard A. Boning, D.E.Barnell Loft, Ltd., Baldwin, N.Y., 1973.

District Resources

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows inferred details are those details which the author did not include but could have made the material more informative, interesting or appealing.

B. The student is able to infer character traits from actions, feelings and thoughts of characters.

State Goal	1, 9
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Inferring Character Traits and Actions
Group Size: entire class
Materials: paragraphs

Procedure(s):

- Have the student read a story in order to acquaint him/her with a certain character.
- Compose fictitious circumstances in which students project what the characters might do.

Examples:

A telegram has announced the forthcoming arrival of your character's mother-in-law, whom her husband dislikes. What will he/she do to cope with the situation?

The doctor has said your character has a terminal illness. How will he react to the news?

The character has just won a million dollars in a sweepstakes. How will he/she spend it?

Suggested Monitoring Procedures

After having read the story, the students write how the character would react in fictitious circumstances.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: Character Change
Group Size: class or small group
Materials: books, worksheets with story summaries.

Procedure(s):

- Have students pick two major characters from one story and have them reverse roles.
- Have student write or discuss how the story would change if the characters were in different roles.
- Have them do the same thing with two different stories.
- Take a strong character from one story and place that character in a very different role in another story.
- Discuss how events in the second story would change with a totally different character in a major role.

District Resources

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to classify characters, traits, events and personal experiences, times, places and ideas in a reading selection.

State Goal	1, 9
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Classify, Classify!
Group Size: entire class
Materials: one meaningful object brought from home by each student. (picture, poem, etc.)

Procedure(s):

- Divide the class into two groups.
- Students share items that they have brought into class.
- Determine how the items fit together.
- Brainstorm possible categories for the items.
- Classify the items into categories on butcher paper.
- When each group has completed the task, meet as a class and compare items and categories.

Variation:

- Students could bring item in a paper sack and have other students guess what it is by feeling in the sack.
- Students could give items to teacher as they come into room; teacher could hold up items and let the students guess who it belongs to (build self concept).

Suggested Monitoring Procedures

Move about the room making sure that both groups are doing as instructed.

Possible Resources

Datalog, The Economy Company, page 110.

District Resources

Suggested Activities: Grade(s) ______

Title: Category Board
Group Size: small group, entire class
Materials: reading selection, chalk, chalkboard

Procedure(s):

- List separate categories i.e., character, traits, events.
- Have students list words that fit from selection under each category.

Name of Character	Character Traits	Events	Setting
Larry Todd	evil humble consoling	robbery	bank

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SC[illegible]LS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to infer cause and effect relationships.

State Goal 1, 4
District Goal
Program Goal 2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Cause, Cause, Give Me A Cause
Group Size: entire class
Materials: short story, worksheet

Procedure(s):

- Have students scan the same short story.
- Hand out a worksheet giving effects mentioned in the story.
- Have the students provide the corresponding causes written in the story.

Example:

Cause (student)	Effect (worksheet)
He was rude.	She was crushed.
They were noisy.	The baby cried.

Suggested Monitoring Procedures

Check student responses.

Possible Resources

Thoughtvault Level 14, S.G. 11, 12, 127 Teacher's Resource Books 71, 123, 182, Dup. M. 11.

The Economy Company, The Young America, Skillbook Level 15, page 5.

Be A Better Reader, Book II Nila Banton Smith, page 91, T.E.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

District Resources

175

176

SMALL SC[illegible]LS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to draw conclusions and substantiate them with reference to the material read.

State Goal	1,4
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Anticipation
Group Size: small groups, entire class
Materials: short stories

Procedure(s):

- Hand out a short story of high interest level.
- Leave off the last paragraph or two.
- Have students read the story and write their own ending.
- Have them list at least three facts from the story supporting their conclusions.
- Collect and have students take one or two each and read them aloud.
- Discuss which ones are most valid. You may even slip in the author's ending and see how many like his/her ending.

Variation: (For older students).
Have students list four or five facts from the story supporting their conclusion.

Title: What If....."
Group Size: small groups, entire class
Materials: story

Procedure(s):

- Read a selection. Change various parts of the story and have students respond to "What If..." questions.

Example: After reading the book, My Brother Stevie, ask:

1. What if the rocks the boys were throwing at the trains hit the engineer?
2. What if Stevie and his sister hadn't gone to see his teacher?
3. What if they hadn't found Stevie's teacher in Hacketville?

Suggested Monitoring Procedures

Teacher observation. Call for and check for three supporting factors.

Possible Resources

Specific Skill Series, Drawing Conclusions D, E, F, Richard Boning.

Datalog, The Economy Company s. g. 196

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCH S PROJECT - Working Copy

Suggested Objective Placement 7 - 8

Student Learning Objective(s) A. The student is able to draw conclusions and generalize to new situations. B. The student is able to identify and formulate generalizations.

State Goal 1, 4

District Goal

Program Goal 2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: True In All Cases
Group Size: individual, entire class
Materials: short stories, paragraphs, etc.

Procedure(s):

- Define and explain generalizations. Generalizations are broad statements that assign certain characteristics to a group of people, things, or situations.
- To decide whether or not a statement is a generalization, ask yourself these questions:
  Does the statement try to make you think that if it is true in one case, it is true in all cases?
  Does the statement refer to a group of people, things or situations?

  All men are very poor writers. This is a generalization because a characteristic is assigned to a group of people.

  This man is a very poor writer. This is not a generalization because it is about a characteristic of one particular individual!
- From the student or teacher prepared materials (paragraphs, short stories, etc.), each student will write generalizations. He/she should be prepared to tell why it is a generalization.

  Variation: Type all of the students' generalizations on a worksheet. Have the students write if it is or is not a generalization and why.
- Have the students draw pictures on a transparency, (cartoons), accompanied by the generalization. Then each student can show his/her picture to the class on the overhead projector.

Suggested Monitoring Procedures

Possible Resources

Datalog, The Economy Company, s.g. 196 , page 102

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

183

184

SMALL SC LS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to predict the outcome of a selection.

State Goal 1,4

District Goal

Program Goal 2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: "And Then....."
Group Size: entire class
Materials: stories, tape recorder, paper, pencil. art supplies

Procedure(s):

- Use an O. Henry story such as "The Lady and the Tiger".
- Either read it to the class, or have them read it to themselves.
- Have each student write his/her idea of the ending to the story.
- Discuss their logic and their use of facts from the story to make their predictions.
- Tape record them.
- Play them back and discuss.

Variation:

- Have students illustrate their version of the ending on large sheets of drawing paper.
- Act out the endings on video tape.

Title: "Can You Prove It"
Group Size: small groups, entire class
Materials: worksheet

Procedure(s):

- Type up several stories leaving off the conclusions.
- Have the students read the stories silently.
- Divde class or group into two teams.
- Give the students a statement of an incident that could possibly happen at the end of the story.
- To earn a point, students must find facts in the story to support why the incident could have happened.

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to summarize a selection.

State Goal	1, 4
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Television Tales: Introduction to Summarizing.
Group Size: small groups, entire class
Materials:

Procedure(s):

- Ask each student to think about a television show they watched in the past week; or assign class to watch a particular show (limit to half or one hour show) or assign different shows to different groups.
- Students will write a summary of television shows; or if whole class, this could be as a group project on board or overhead, or if group assignment, each group could work together.
- Read summaries aloud and discuss main ideas.
- Other students who saw same show may have ideas to add.

Title: Telegram It
Group Size: entire class
Materials: old telegram

Procedure(s):

- Show students a copy of a telegram.
- Write some telegrams with the class to give practice in compacting sentences and ideas.
- Then ask each student to write a summary of a story read or library book limiting themselves to space provided by a telegram.

Example:

Suggested Monitoring Procedures

Check student product.

Possible Resources

Kid's Stuff, Reading and Language Experiences, Intermediate-Junior High, Incentive Publications page 166.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: New Covers For Old Books
Group Size: entire class
Materials: book jackets

Procedure(s):

- Collect several book jackets and distribute to students for their examination.
- Notice features of book jacket.
- Ask each student to make a jacket for a book he/she has read.

  Include:
  Attractive cover.
  Summary front flap.
  Author's information on back flap.

District Resources

SMALL SC[illegible]LS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows an analogy is a comparison of two things that are related in some way. B. The student is able to recognize relationships between analogous pairs.

State Goal	1, 4
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Analogy Bingo
Group Size: small group, entire class
Materials: blank Bingo cards

Types of analogies:	Examples:
1. part to whole	1. finger/hand
2. sequence	2. six/seven, f/g
3. origin	3. paper/tree wheat/bread
4. class	4. fruit/orange carrot/vegetable
5. function	5. shoe/foot glove/hand
6. opposites	6. weak/strong cold/hot
7. synonyms	7. hate/despise expand/enlarge

Procedure(s):

- Fill in the blank spaces on the card with the types of analogies from the above column. You'll use some words more than once.
- Teacher either says or flashes a pair of analogies, i.e., finger-hand, shoe-foot. Student decides which type the pair is and covers the word (words if used more than once) on the card.
- Students call out "Bingo" when he/she has covered a row either across, up, down or diagonally.

Suggested Monitoring Procedures

Possible Resources

Reading - Thinking Skills
The Continental Press Croft Skill Guide, Reading Comprehension Intermediate Croft Educational Services, 100 Garfield Ave., New London, Connecticut, 06320

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
195		196

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to infer meanings from figurative language: personifications, idioms, metaphor, simile.

State Goal	1, 9
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:	Seems like---
Group Size:	small group, entire class
Materials:	poems, short stories, pictures, crayons, paper, etc.

Procedure(s):

Personification:

- Use pictures and write dialogue.
- Then read to class.
- Match pictures to poems or short stories for personification.
- Do your own illustrations for poems or short stories.
- Have inanimate objects talking or humans having conversation with inanimate --ball, dish, tree, etc--objects.
- Take a poem or short story and turn into use of personification.

Similes:

- Read short stories and locate similes.

Metaphors:

- Same as above.

Title:	Sensory Images
Group Size:	small groups, entire class
Materials:	cards, felt pen

Procedure(s):

- From a story you have just read, select words stimulating strong sensory images and write them on the board or cards.

  Examples: steaming, uncoiled, stealthily, shadowy or drowsy.
- Show a card and have students tell what images

Suggested Monitoring Procedures

Teacher checking - student critique.

Possible Resources

Datalog, The Economy Company, pages 11, 215 Personifications pages 20, 69, 138, 149, 156, 222. Also use Skill Bank in Datology.

District Resources

Suggested Activities: Grade(s) ______

the word calls to their minds.

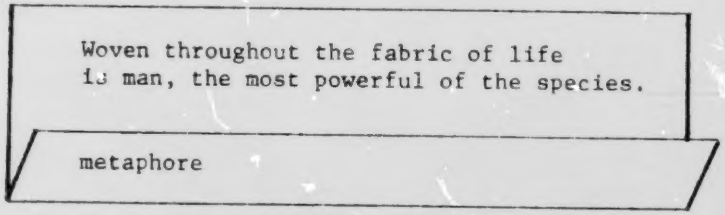
- If this word does not elicit an immediate response, contribute some sensory impressions of your own.
- You might have students find and list in the text specific descriptive words involving vivid sensory images.

Title:	Puzzle Pieces
Group Size:	individual, pairs
Materials:	cards 3" x 5"

Procedure(s):

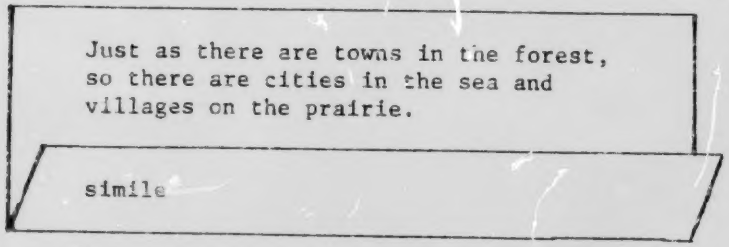
- Write examples of similes, metaphors, etc., one on each card.
- Cut cards in such a fashion as to match up when giving correct answer.

Example:



Woven throughout the fabric of life is man, the most powerful of the species.

metaphore



Just as there are towns in the forest, so there are cities in the sea and villages on the prairie.

simile

Suggested Monitoring Procedures

Possible Resources

Kid's Stuff, Forte, Frank & Mackenzie, Incentive Publications, page 62, Box 12522, Nashville, Tennessee.

Order from: Academic Aids, 10660 N. 8th, Bellevue, WA

Keystone Reference Handbook, Houghton-Mifflin Co., 1976, pages 154-164, 206-208, 255-260

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to infer meaning from figurative language: personification, idioms, metaphor, simile.

State Goal	1, 9
District Goal	
Program Goal	2,6,7

Related Area(s) See Language Arts, figurative language.

Suggested Activities: Grade(s) 7-8

Title: Categorize the Figure of Speech

Group Size: individual, pairs

Materials: cardboard, one 12" x 7" piece, colored, one plain 20" x 7"

Procedure(s):

- . Cut colored cardboard into three 4" x 7" pieces.
- . On one card write:
  PERSONIFICATION: A statement that treats a lifeless object or idea as if it were alive.
- . On another write:
  METAPHOR : A figure of speech, based on some resemblance of a literal to an implied subject.
- . On the last card write:
  SIMILE: A comparison, as a figure of speech.
- . Cut the white cardboard into 1½" x 7" strips.
- . Write on each strip an example of one category such as:
  The ocean's fists beat against the shore.
- . On the back of that same strip write:
  PERSONIFICATION.
- . The student then reads the sentence and places it under the proper category.
- . The student may turn the strip over to see if it was placed in the right category.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

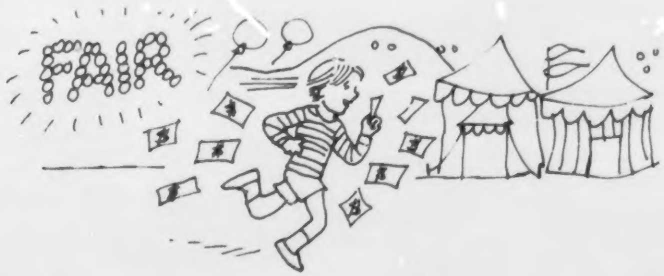
Title: Idiom Illustration
Group Size: individual, entire class
Materials: tagboard, felt pen, 8½" x 11" paper

Procedure(s):

- Make tagboard signs of the various idioms used in our language.
- Have the students choose three or four, and use them in a sentence.
- Then illustrate each idiom as if it were defined literally.

Example:

- Sam ran through ten dollars at the fair.



Other Examples:

- He won the contest hands down.
- Has the cat got your tongue?
- Changing a bicycle tire is as easy as falling off a log.

Suggested Monitoring Procedures

Possible Resources

Books:

Keystone Reference Handbook, Houghton Mifflin Co., 1976, pages 154-164, 206-208, 255-260

Kid's Stuff, Forte, Frank & MacKenzie, Incentive Publications, page 62, Box 12522, Nashville, Tennessee

Order from: Academic Aids, 10660 N. 8th, Bellevue, WA.

District Resources

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Evaluative

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. bias exists in written material.	119	6-8					
. not all material written as fact is true.	105	6-8					
. sensationalism is used to get attention.	113	6-8					
. recentness of copyright affects the accuracy of material.	103	6-8					
The student is able to:							
. determine whether a selection or incidents in a selection are real or imaginary.		4-6					
* . identify obviously stereotyped characters, events or situations in a selection.	101	5-8					
. evaluate a selection in terms of recentness of copyright information.	103	6-8					
* . determine whether a selection or incidents in a selection represent fact or opinion.	105	7-8					
. make judgments of worth, desirability or acceptability of a selection.	111	7-8					
. make evaluations of advertising.	117	7-8					
. recognize propaganda techniques.	113	7-8					
. recognize bias and prejudice within a selection.	119	7-8					
. evaluate material as to relevancy or irrelevancy of facts as they pertain to a question to be answered.	123	7-8					
The student values:							
. the worth of reading selections to himself/herself as an individual.	111	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5-8

Student Learning Objective(s) The student is able to identify obviously stereotyped characters, events or situations in a selection.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: The Good Guys and the Bad Guys
Group Size: small group, entire class
Materials: reading texts, library books, felt pens, tagboard strips

Procedure(s):

- After reading a collection of stories, either from the basal text or from a library book have the students recall the stories and list the characters they thought were the "bad guys."
- During class discussion, have each student write a character's name on a tagboard strip.
- Student places this strip on the bulletin board under the appropriate title "Good Guys" and "Bad Guys."
- Students should be prepared to tell the characteristics of the "good" or "bad" guy and the reason he/she is considered "good" or "bad."

Variation:

- Have the students select a character from any story they have read. Change the character's traits so that he/she is the opposite from what he/she was originally. Write a short story using this "new" character.

Example:

In the story Cinderella, change Cinderella from her sweet, good self to a horrible, hateful person.

- These characters can be acted out in skit form.

Suggested Monitoring Procedures

Teacher listensto discussions and checks information placed on bulletin board.

Check student notebooks.

Possible Resources

How The Grinch Stole Christmas, Dr. Seuss

A Christmas Carol, Charles Dickens

Wizard of Oz, Baum

District Resources

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows recency of copyright affects the accuracy of the material. B. The student is able to evaluate a selection in terms of recency of copyright information.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Green Cheese
Group Size: small groups, entire class
Materials: books, articles, magazines

Procedure(s):

- Identify copyright date. Is the validity of the information related to the copyright date?
- Teacher read selections from old encyclopedias and reference books on such topics as the moon, science, medical science, sports records, invention.
- In class discussion, compare information on same topics from current reference books.
- Teacher assigns topics and facts for students in small groups to research in old and current reference materials.
- Small groups report findings to entire class.

Title: Date That Topic
Group Size: individuals, small groups
Materials: Reader's Guide, 3" x 5" cards

Procedure(s):

- Give the students a recent topic to look up in the Reader's Guide in the library.
- Have students list on a 3" x 5" card the magazine names, titles of the articles and dates of the issues that contain information about his/her topic.
- Student chooses the most recent article to read and writes a short review.

Suggested Monitoring Procedures

Teacher leads and monitors discussion.

Teacher monitors small group reports.

Help students pick out details when comparing dated information.

Teacher reads and discusses with students their findings.

Help students become aware of noting the accuracy of information in terms of copyright dates.

Possible Resources

Books:

Encyclopedias

National Geographics

Almanacs

Record Books

District Resources

Suggested Activities: Grade(s) ______

Variation(s):

- Give students a list of outdated subjects and let them see if they can find anything on them in the Reader's Guide. Discuss findings with the students.
- Have students choose books with copyright dates from the 1930's, 40's, 50's, 60's and 70's. This would be a long-term assignment.
- Have them read the books and keep a record comparing information given about each time period.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows not all material written as fact is true.

B. The student is able to determine whether a selection of incidents in a selection represent fact or opinion.

State Goal 1,7

District Goal

Program Goal 4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:	True or False
Group Size:	individual, pair
Materials:	encyclopedia, index cards, three envelopes

Procedure(s):

- Place index cards with either a true or false statement on them in one envelope.
- Students use encyclopedias as a means of deciding which statements are true and which are false.
- Fact cards designated as true go in the envelope marked True and those designated false go in the envelope marked False.

Example:

(ENVELOPE)
FACT STATEMENT CARDS

(ENVELOPE)
TRUE

(ENVELOPE)
FALSE

(true card)
Some animals live in caves.

(false card)
All dragons live in caves.

Variation:

- Students write some true statements and some false statements for others to use.

Suggested Monitoring Procedures

Teacher checks to see which statements are in which envelopes.

Possible Resources

Books:

Reading Skills Lab, Reading Critically Book C Level 3, Durr, Hillerich, page 8.

District Resources

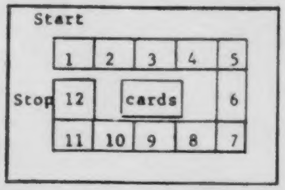
Suggested Activities: Grade(s) ______

Title: To Fact Or To Fiction
Group Size: individual, small group
Materials: game board, index cards, dice and markers

Procedure(s):

- Number spaces on game board in order

Example:



- Have index cards with a fictional or factual statement on each card mixed in a pile on the game board.
- Students, in turn, throw dice to see how many spaces to move.
- If the student lands on an odd number, he/she must identify an index card with a factual statement on it before moving forward the number of spaces shown on the dice.
- If the student lands on an even number, he/she must identify a card with a fictional statement on it before moving.
- If a student guesses wrong, he/she must move backward the number shown on the dice.
- Proceed to the next player until someone reaches S T O P.
- Have a master sheet with the statements labeled factual or fictional for student reference while playing the game.
- Student checking answers on master sheet should not be playing the game.

Variation:

- Have students write factual or fictional statements on cards for the game.

Suggested Monitoring Procedures

Teacher checks accuracy of statements on student written cards.

Possible Resources

Vancouver Public Schools Reading Guide, Vancouver Public Schools, pages 118-121.

Impressions, Houghton Mifflin Co., Teacher's Guide, page 39.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows that not all material written as fact is true.

B. The student is able to determine whether a selection or incidents in a selection represent fact or opinion.

Related Area(s)

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Suggested Activities: Grade(s) 7-8

Title: Is That A Fact?
Group Size: individual, pairs
Materials: newspapers, two 8½" x 11" sheets of paper

Procedure(s):

- Cut out newspaper articles and mount them on two sheets of paper.
- Attach a tally sheet to each article.

Example:

DATE	FACT	OPINION

- Student reads the article
- When the student encounters a fact, he/she tallies it in the "Fact" column, and when he/she encounters an opinion, tallies it in the "Opinion" column.
- When completed, the student checks his/her portion of tally sheet with the portion of tally sheet done by other students.

Suggested Monitoring Procedures

Teacher compares tally sheets of several students.

Possible Resources

Books:

Guide Book For Tactics in Reading B, Scott, Foresman Co., page 134.

District Resources

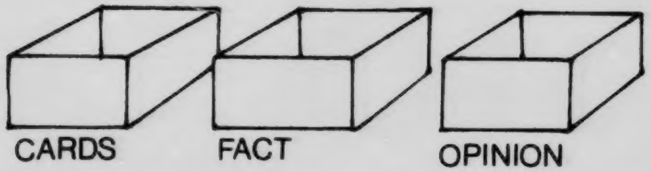
Suggested Activities: Grade(s) ______

Title: Let's Get The Facts
Group Size: individuals, small groups
Materials: three boxes, index cards

Procedure(s):

- Type, print or paste sentences and short paragraphs on cards. Have a good supply of selections that are fact and opinion.
- Place these in a box and provide two additional boxes labeled "Fact" and "Opinion."
- Students read selections, decide whether they are fact or opinion and place the card in the correct box.
- Student discussion on selections is encouraged.

Example of boxes:



Suggested Monitoring Procedures

Teacher listens to discussion, checks boxes to see if cards are placed correctly.

Students can get master sheet from teacher to check selections.

Possible Resources

Books:

Smuggling Language Into The Teaching of Reading, C. Merrill Publishing Co., W. Heilman, page 50.

Task Cards, 1-B, 2-B, Instructional Fair, Inc.

Kid's Stuff, Incentive Publications, Forte, Frank MacKenzie, page 100.

Reading Activities In Content Areas, pages 118-120; 163-164; 282-289; 570-571.

District Resources

SMALL SC LS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to determine whether a selection of incidents in a selection represent fact or opinion.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: True or False
Group Size: individual, small group, entire class
Materials: worksheets with generalizations

Procedure(s):

- Define and explain valid (true) and invalid (false) generalizations during class discussion.
- A generalization is valid if it is supported by facts. It may be limited by such words as some, most, many or usually.
  "Some vehicles have wheels." This is a valid generalization because it is limited by some.
- A generalization is considered invalid if it cannot be proven or if it leaves no room for exceptions.
  "All vehicles have wheels." This is an invalid generalization because all allows no room for exceptions.
- Have students label generalizations on worksheets as valid or invalid.

Variations:

- Have the students write their own generalizations for small group discussion and identification.
- Have them write generalizations and reasons for labeling them valid or invalid to hand in to teacher.

Suggested Monitoring Procedures

After having defined, explained and given guided practice in determining if a generalization is valid or invalid, move about the room to be sure that each student is having success.

Teacher checks worksheets and student written selections.

Possible Resources

Books:

Datology, The Economy Co., page 102.

District Resources

Suggested Activities: Grade(s) ___	Suggested Monitoring Procedures	Possible Resources
226		District Resources
		227

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to make judgments of worth, desirability or acceptability of a selection. B. The student values the worth of reading selections to himself/herself as an individual.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Forget It!
Group Size: small groups
Materials: paragraphs, short stories, magazines and newspaper articles

Procedure(s):

- Students form small groups of five or six students in each.
- Students listen to a short selection read by someone in their group.
- Students discuss the selection in terms of:
  - Offensiveness of language
  - Acceptability of ideas
  - Validity of conclusions
  - Acceptability of decisions
  - Relevancy of material to reader's personal experiences
  - Relevancy of material to purpose stated by teacher
- Individuals form small groups, read their selections and report the group's findings to the entire class.
- Groups should be able to substantiate their opinions.

Suggested Monitoring Procedures

Teacher listen to and lead brief class discussions on group findings.

Possible Resources

Any type reading material.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

230

231

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows sensationalism is used to get attention.

B. The student is able to recognize propaganda techniques.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Does It Really?
Group Size: small group, entire class
Materials: 3" x 5" cards, felt pens, typewriter, magazines, newspapers

Procedure(s):

- Select actual ad headlines from advertisements or make up imaginary ads and place them on 3" x 5" cards.
- Let the student select a card or cards and after having read the ad, write down what the ad literally implies.

  Example:
  "Switch to Cough Up. The cigarette that soothes your nerves." The ad implies that if you're nervous, the cigarette will calm you down. The students form small groups and discuss findings.

Title: Transfer Ad
Group Size: entire class
Materials: magazines (sports, movie, Time, etc.), newspapers, glue, construction paper, scissors

Procedure(s):

- Tell the students they are going to have an opportunity to create an ad of their own, advertising anything they choose.

Suggested Monitoring Procedures

Teacher reads student answers and circulates among small group discussions.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

- Have them find a picture of a famous person to be part of their ad.
- Have them cut pictures and lettering from magazines to complete the ad format.
- Have students describe the forms of sensationalism and propaganda used in their advertisements in small groups or to entire class.
- Display student-created ads on bulletin board.

Title: Sensational Stories
Group Size: entire class
Materials: stories, newspaper articles

Procedure(s):

- Clip out headlines from newspapers that are examples of sensationalism.
- Have students write an article to go with each headline.
- Student writes a sensational headline for a story or book he/she has read.
  Example: "Girl Swept Away By Tornado" in reference to *The Wizard of Oz*.
- These can be guessed by the class or put up on a bulletin board.
- List several headlines written in a very ordinary, mundane way.
- Have students rewrite them to create a sensationalistic approach.
- Have each student rewrite a story he/she has read using sensationalism.
- Have student pretend he/she is a newspaper reporter and record the happening on tape, using excited tones and lots of sensationalism.

Suggested Monitoring Procedures

Teacher read student writings.

Possible Resources

Reading Critically, *The Reading Skills Lab*, William Durr, Robert Hillerich, Houghton Mifflin Co., 1970.

District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows sensationalism is used to get attention.

B. The student is able to recognize propaganda techniques.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Brainstorming
Group Size: small groups
Materials: newspaper articles

Procedure(s):

- Provide the students with an article that has been read previously by the teacher.
- Students read the headline.
- Teacher has students brainstorm and list what the article might include.
- Students read, then discuss the article to see if it included any ideas on the list derived from the brainstorming session.
- Teacher poses the question: Did the information in the article substantiate the headline?

Variation(s):

- Provide the students with an article minus the headline and have them write the headline.
- Or provide the students with just a headline and have them write the article.
- Groups share work with the class.

Suggested Monitoring Procedures

Teacher observes to see that students are actively involved in brainstorming.

Possible Resources

Magazines

Newspapers

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to make evaluations of advertising.

State Goal: 1, 7

District Goal:

Program Goal: 4B, 6.7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Promise or Fact
Group Size: individual, entire class
Materials: worksheet

Procedure(s):

- Teacher explains that some advertisements provide useful information or facts about a product being advertised.
- Teacher explains that other ads try to persuade the reader by means of vague claims or promises.
- The teacher writes several pairs of ads:

  WYCO plays your favorite music.
  WYCO plays music opera fans will enjoy. Tune in each weekday from 4:00 - 6:00 p.m.

- The teacher hands out a worksheet with pairs of ads and asks the students to identify the fact(s) and claim(s) within the ad.

  Variations:

- Have students find ads in magazines and write up ad pairs.

  Examples:
  Enjoy a super taste treat -- Lil's mini-priced maxi-burgers!
  Try Val's Sirloin burgers--a quarter pound of top-grade meat--40¢.

- Read ads to class or small groups. Discuss if any changes need to be made.

Suggested Monitoring Procedures

Teacher monitors student examples read to class.

Teacher checks worksheets.

Possible Resources

Books:

Reading Critically, Houghton Mifflin Co., page 40

District Resources

Suggested Activities: Grade(s) ______

Title: News Beware
Group Size: entire class
Materials: video tape of evening news

Procedure(s):

- View the video tape of the evening news in class.
- Stop the video tape and identify the advertising techniques of the commercials.
- Time the length of the advertisements while discussing the age group they are appealing to, the use of language, double talk, etc.

Variation:

- Stop the video tape and discuss the news stories.

Suggested Monitoring Procedures

Try to actively involve as many students as possible in the timing of commercials, stopping the video tape, recording the length of the commercial, who it appeals to, and the product being advertised.

Other students could write down titles of news stories.

Possible Resources

District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows bias exists in written materials. B. The student is able to make evaluations of advertising. C. The student is able to recognize bias and prejudice within a selection.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: Buyer Beware
Group Size: small group, entire class
Materials: newspapers, magazines

Procedure(s):

- Students display and label on bulletin board under the title, "Buyer Beware," a variety of advertisements that illustrate the following forms of bias and prejudice.

Examples of bias and prejudice:

Labels	Examples:
-Experts say	More doctors recommend Bayer Aspirin for colds than any other aspirin.
-Statistics	My group had 27% fewer cavities with Crest.
-Oversimplification	Aspirin is good for all aches, pains and colds.
-Exaggeration	Quik Joe Ice Melt--Works like magic.
-Symbols	Tony the Tiger.
-Bandwagon	Every kid wants to try Screaming Yellow Zonkers.
-Image Making	Wheaties--The Breakfast of Champions.
-Snob Appeal	The 1973 Silver Continental Mark IV is meant for people who want elegance and style in a car.
-Famous People	"Switch to American (gasoline) where the new cars go," says Johnny Cash.
-Special Offer	Cap'n Crunch--Special Treasure Kit offer.
-Slogan	It's the real thing, Coke is!
-Something New	New Alligator Baggies
-Goodness Appeal	Mothers who care for their children buy Hostess Cupcakes.

Suggested Activities: Grade(s) ______

Variations:

- Small groups of students write and act out commercials that illustrate forms of bias and prejudice in advertising.
- Students research in Consumer's Report or newspaper articles, the validity of claims in advertising.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SC[illegible]LS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows bias exists in written material. B. The student is able to recognize bias and prejudice within a selection.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Is That So!
Group Size: entire class
Materials: newspapers, magazines

Procedure(s):

- Discuss the fact that bias in writing is a result of the author's attempt to make readers feel strongly for or against something.
- Discuss the fact that non-biased materials report only the facts, and biased materials allude to vague claims and promises.
- Have students find as many articles as they can in magazines and newspapers that are biased in nature.
- The next day, have them find articles that are not biased in nature.
- Display the articles on the bulletin board under appropriate titles: Biased and Non-Biased.

Variation(s):

- Teacher divides the class in half, having one group look up only biased articles and the other unbiased articles.
- Have students read the articles (or parts of articles) to other class members. Discuss the author's use of words to either persuade or report.

Suggested Monitoring Procedures

Teacher monitors discussions.

Possible Resources

District Resources

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCH[illegible]LS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to evaluate material as to relevancy or irrelevancy of facts as they pertain to a question to be answered.

State Goal	1,7
District Goal	
Program Goal	4B,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Is It True?
Group Size: small groups, entire class
Materials: several short stories

Procedure(s):

- Students read a story.
- Teacher poses the question: "What is the information to be gained?"
- Students substantiate their conclusion or main idea with the facts presented and determine relevancy of the same.

Suggested Monitoring Procedures

Teacher observation if it is a discussion. Teacher checks written answers.

Possible Resources

Books:

Reading Power, The Bookmark Reading Program, Harcourt and Brace, pages 13, 17, and 18. Early, et al.

District Resources

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
		District Resources
254		255

SUBJECT: Reading

SPECIFIC AREA: Comprehension: Appreciative

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. reading is a source of enjoyment.	127	4-8					
. feelings and emotions are affected by what is read.	129	4-8					
. an individual's experiences influence his/her response to what is read.	131	4-8					
The student is able to:							
. sense emotion or mood of a selection.	129	4-8					
. make an emotional response to content.	129	4-8					
. identify with characters and incidents.	131	4-8					
. create mental pictures from reading a selection.	133	4-8					
The student values:							
. reading for pleasure and information.	127	4-8					
. reading own work and work of peers.	127	4-8					
. reading a selection and relating it to own personal experiences.	131	4-8					
. author's creative, unique use of language.	135	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows reading is a source of enjoyment. B. The student values reading for pleasure and information. C. The student values reading own work and work of peers.

State Goal	4,9
District Goal	
Program Goal	1,2

Related Area(s) Oral and Silent Reading

Suggested Activities: Grade(s) 7-8

Title: Love That Reading
Group Size: individual, small group, entire class
Materials: relevant current materials

Procedure(s):

- Reading center should include the following:
  Materials; should be of high interest, low reading level, relevant and current.
  Atmosphere; should be relaxed with students able to sit at tables, or on chairs, pillows and carpet. Encourage quiet and independent use of the center.
  Physical Setting; display projects, mobiles and bulletin board materials.

Suggested Monitoring Procedures

Teacher observes to see that all materials are respected and returned to the appropriate place. Also, that all students are making use of the materials.

Possible Resources

Newspapers
Comics
Magazines
Hobby and Sports Material
Career Education Materials
Reader's Digest Reading Series

District Resources

Suggested Activities: Grade(s)

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCH S PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows feelings and emotions are affected by what is read. B. The student is able to sense emotion or mood of a selection. C. The student is able to make an emotional response to content.

State Goal	1,2
District Goal	
Program Goal	2,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Putting Words In Their Mouths
Group Size: individual
Materials: pictures, oaktag, pen, tacks

Procedure(s):

- Mount on a bulletin board several pictures depicting various moods of people.
- Cut oaktag into the shape of voice blurbs used in cartoons, i.e.,

- Have the students write on oaktag what they think the person is saying about their feelings or situation and pin it next to the picture.

Suggested Monitoring Procedures

Possible Resources

Books:

Learning Centers, Stafford Pelow, Burgess Publishing Co., page 57.

District Resources

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows an individual's experiences influence his/her response to what is read. B. The student is able to identify with characters and incidents. C. The student values reading a selection and relating it to own personal experiences.

State Goal	1,4
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Relate Group Size: individual, pairs Materials: reading selection Procedure(s): . Have students read a story or selection. . Following the reading of the selection have students relate their personal experiences to what they've read. . This could be a verbal or written activity. Variation(s): . Students could select a partner to share their experiences with.	Check the type of book each student is reading to be certain that it relates to a personal experience. Move around the room to be certain the students are sharing.	Books: Datalog, The Economy Co., page 240.
		District Resources

237

238

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to create mental pictures from reading a selection.

State Goal	1,4
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:	Picture Shuffle
Group Size:	pairs, small group
Materials:	drawing paper, pencils, selection containing three or more paragraphs

Procedure(s):

- Teacher selects a passage in text containing three (several) paragraphs which describe place, character and action.
- Teacher reads aloud as students follow in text each of the three paragraphs.
- Students draw pictures depicting the images projected in each paragraph.
- Teacher collects pictures, mixes them up, and holds them up individually before the group.
- Students decide which pictures went with what paragraph and why.

Suggested Monitoring Procedures

Teacher observes discussion, drawings.
Teacher guides students discussion of matching pictures with paragraphs.

Possible Resources

Books:

Impressions, Houghton Mifflin Co., Teacher's Guide, pages 364-365, 368-369, and 443.

Overcoming Meaning Difficulties, Houghton Mifflin Co., Durr and Hillerich, pages 64-76.

Vancouver Reading Guide, Comprehension Skills, page 180

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

273

271

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student values author's creative, unique use of language.

State Goal 1,4

District Goal

Program Goal 1,2,6

Related Area(s) Comprehension: Interpretive

Suggested Activities: Grade(s) 7-8

Title: What Does He Mean?
Group Size: small group, entire class
Materials: paragraphs or short stories

Procedure(s):

- Assumption: Students have learned types of figurative language such as similes, metaphors and descriptive words.
- Students identify figurative language from various selections and author's read.
- Students write their own creative examples, using figurative language.

Suggested Monitoring Procedures

Teacher is certain that the students can identify and write types of figurative language.

Possible Resources

Books:

Impressions, Houghton Mifflin Co., Teacher's Guide, page 173.

Guide Book for Tactics B
Scott, Foresman and Co.,
pages 81-98.

District Resources

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Reading

SPECIFIC AREA: Oral Reading, Silent Reading

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the purpose of oral reading is to share a written selection with audience.	139	4-8					
. silent reading precedes oral reading when possible.	139-	5-8					
. oral reading slows the rate of reading.	141	4-8					
. the number of new ideas on the page determines rate (fewer ideas--faster rate).	151	5-8					
. to reread silently clears up misunderstandings.	149	4-8					
The student is able to:							
Oral Reading							
. read orally with fluency and expression to give meaning to a reading selection.	139	4-8					
. read orally at his/her instructional level to prove a point, provide information and to show meaning.	141	4-8					
. enunciate clearly and project his/her voice to be heard.	141	4-8					
Silent Reading							
. read silently at his/her independent level.	143	4-8					
. read silently and respond to literal, interpretive and critical questions.	145	4-8					
. determine the tone of the passage when reading silently.	147	5-8					
. survey and adjust rate according to complexity of materials.	149	5-8					
. increase rate of reading and input of information.	151	4-8					
The student values:							
. reading and will choose to read silently.	143	4-8					
. reading and will choose to read orally for others.	137	4-8					
. reading a wide variety of printed materials.	147	4-8					
. sharing reading experiences with others.	147	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SC LS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the purpose of oral reading is to share a written selection with an audience. B. The student knows silent reading precedes oral reading when possible. C. The student is able to read orally with fluency and expression to give meaning to a reading selection. D. The student values reading and will choose to read orally for others.

Related Area(s)

State Goal	9,10
District Goal	
Program Goal	1,2,6

Suggested Activities: Grade(s) 7-8

Title: Reading Plays
Group Size: small groups
Materials: plays

Procedure(s):

- Select a play that students will enjoy.
- Assign character parts to students.
- Have students read play orally.
- Encourage them to read clearly, with expression and to project voice.

Title: Choral Reading
Group Size: pairs, small groups, entire class
Materials: choral readings

Procedure(s):

- Assign parts to students.
- Have them read silently and make sure they understand the meaning of the reading.
- Have the students read orally several times, and emphasize their need to enunciate clearly, project voices and read with fluency and expression to give meaning to the reading.
- Have a choral reading for an audience such as parents or for students in another class.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Read It With Expression!
Group Size: small group, entire class
Materials: reading material at student's own level and choice, checklist worksheet of Oral Reading Skills for each student

Procedure(s):

- Students are given preparation time to read a short story or passage silently, observing phrasing, where expression will be needed, and to look up any unfamiliar words.
- Student reads title of selection, author, and informs audience of any needed background.
- Student reads orally - three or four paragraphs.
- Teacher checks progress on chart.

ORAL READING				
Story	Name			
Level				
Date				
Satisfactory Progress In:				
Decoding				
Fluidness				
Voice level - clear & loud				
Emphasis - expression				
Phrasing				
Needs Improvement In:				
Decoding (mispronunciation)				
Unneeded pauses, breaks, stumbling				
Emphasis - expression				
Phrasing				
Comments:				

Suggested Monitoring Procedures

Charts can be handed back to students for reference, reinforcement, and guidance in ways to improve oral reading, or it may be kept to chart quarterly or yearly progress.

Possible Resources

District Resources

SMALL SCH S PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows silent reading precedes oral reading when possible. B. The student knows oral reading slows the rate of reading. C. The student is able to read orally at his/her instructional level to prove a point, provide information and to show meaning. D. The student is able to enunciate clearly and project his/her voice to be heard.

Related Area(s)

State Goal	9,10
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 7-8

Title: Get The Meaning Across
Group Size: individuals, entire class
Materials: story at student's reading level

Procedure(s):

- Assign or let students volunteer to read paragraphs of a selection.
- Allow adequate time for silent reading.
- Suggest students pencil in best places for phrasing--emphasis.
- Students read selection orally.
- Check performance on chart.

Name
Selection

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to read silently at his/her independent level.

B. The student values reading and will choose to read silently.

State Goal 9,10

District Goal

Program Goal 1,2,6

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Pillow-Fun
Group Size: entire class
Materials: room library - paperbacks, magazines, hardbacks, etc.

Procedure(s):

- Set aside at least one-half hour per day for a silent reading period.
- Gather as many pillows as possible; hopefully, one per student. (Ask them to bring some from home.)
- Establish the following rules:
  - a) Each student is to have enough reading materials to keep him/herself busy for the 1/2 hour period.
  - b) The student can get a pillow and sit anywhere in the room, as long as it's a safe place. (Under desks, in coat closet, on desks, etc.)
  - c) The student must remain seated during the whole period. No talking. No moving around.
  - d) It sometimes works best to use a timer.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to read silently and respond to literal, interpretive and critical questions.

State Goal	1,10
District Goal	
Program Goal	6,7

Related Area(s) See: Comprehension: Interpretive, Literal, Evaluation.

Suggested Activities: Grade(s) 7-8

Title: Question Sequences
Group Size: individual, small group
Materials: worksheet

Procedure(s):

- Duplicate and distribute the following questions or present them in group or class discussion situations.
- Literal Recognition:
  - A. Find the line in the book that tells... a character, time, place, events, things.
  - B. Find in the book the sentence that tells the main idea of paragraph, book.
  - C. What happened before...after....
  - D. Read the part that tells how______are alike, are different.
  - E. Find a word or words that describe how_______ looks, acts, feels, etc.
  - F. Read the part that tells what caused_________.
- Literal Recall:
  - A. Remember what is stated in the book telling about__________. (above, A to F)
- Reorganization:
  - A. Summarize the paragraph, chapter, book in ________sentences.
  - B. Classify, compare or list all characteristics of__________.

Suggested Monitoring Procedures

Possible Resources

Taxonomy Of Reading Comprehension
by Thomas C. Barrett

District Resources

294

295

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources

- Influence:
  - A. How would you have changed________? Pretend .....suppose.....consider (details).
  - B. What lesson did the story teach? What did you learn? (main idea)
  - C. What would have happened if?__________ (sequence)
  - D. What might have caused________? (cause and effect)
  - E. How might_____ _have looked, acted if______? (character traits)
- Evaluation:
  - A. What part of the story best describes_______? Is it right?
  - B. Do you believe that________?
  - C. Is______fact or opinion? Why?
  - D. Is it right_____wrong_____fair_____unfair? Should a person_______?
- Appreciation:
  - A. How do you feel? (emotional response)
  - B. Do you know anyone like_____? (identification)
  - C. What word made you feel_____? (language)
  - D. What words make you feel---see---taste---hear? (imagery)

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to determine the tone of the passage when reading silently. B. The student values reading a wide variety of printed materials. C. The student values sharing reading experiences with others.

State Goal	1,10
District Goal	
Program Goal	1,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Suggested books for mood emphasis by grade levels:

Sarcastic:
Ransom Of Red Chief, O. Henry 6-8
Harriet The Spy 4-8
Freaky Friday 5-8

Sad:
Summer Of The Swans, Byars 4-7
Old Yeller 5-8
Where The Red Fern Grows, Wilson Rawls 5-8
Sounder 5-8
Taste Of Blackberries 4-7
I Am Rose Marie 5-8
I Am Fifteen And I Don't Want To Die 5-8

Adventure:
Incredible Journey 4-8
Twenty-One Balloons 4-8

Mysteries:
Go To The Room Of The Eyes 4-7
Witches Bridge 6-8

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows to reread silently clears up misunderstandings.

B. The student is able to survey and adjust rate according to difficulty of materials.

State Goal	1,10
District Goal	
Program Goal	4,6,7

Related Area(s) See Study Skills : Reading in the Content Areas

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
See Study Skills: Reading in the Content Areas for activities related to this objective.		

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

304

305

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the number of new ideas on the page determines rate (fewer ideas--faster rate). B. The student is able to increase rate of reading and input of information.

State Goal	1,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Timed Reading (Beat the Clock)
Group Size: individuals, entire class
Materials: reading selection, stop watch

Procedure(s):

- Have students read a selection for a prior determined time period, such as one minute.
- Teacher times students indicating when to begin and when to stop.
- After reading have students count the number of words read, or number of lines read. Record on a graph the number of words read or lines read.
- Repeat timings several times throughout day. Always have students count number of words or lines read, and record the total on graph.
- Recording reading rate on a graph shows students visually the increased rate of their reading.
- Rate of reading will not increase each day, but will reach plateaus--especially as material increases in difficulty.

Variation:

- Make stop watch or timers available to students. Let students practice timing themselves throughout the day.
- Once each day, teacher directs timed reading experience. Reading rate of teacher directed timing is recorded. However, then timers are made available to students, they may have many opportunities to practice throughout the day.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

308

309

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Alphabetizing and Dictionary Skills

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. guide words are listed at the top of the page and aid in locating words.		4-6					
. word definitions are based on parts of speech of the word.	157	4-8					
. meaning of the symbols used to indicate pronunciation.	161	7-8					
The student is able to:							
. recognize the division of the dictionary to determine in which one-half or one-third the words may be found.		4					
. locate words in a dictionary alphabetically by:							
second letter		3-5					
*third letter		4-5					
*fourth letter		4-6					
* . utilize guide words to locate words on a page.		4-6					
. use the dictionary to locate syllables in a word.		4-6					
* . select appropriate word definitions to fit the context.	155	4-8					
. use the dictionary to locate the accented syllable in a word.	159	6-8					
. use the dictionary to determine part of speech of words.	159	7-8					
* . use pronunciation key as an aid in reading words.	161	7-8					
. recognize that dictionaries vary in completeness, i.e., abridged - unabridged, appendices and additional helps.	165	6-8					
. use the telephone directory, especially the yellow pages to locate information.	167	6-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SC LS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to select appropriate word definitions to fit the context.

State Goal	1
District Goal	
Program Goal	3,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Fictionary
Group Size: small group, entire class
Materials: a set of dictionaries (one for each), paper and pencil

Procedure(s):

- Each student selects five words from the dictionary of which he/she thinks no one will know the meaning.
- Students copy down each word with the complete meaning and put their name on the paper.
- Teacher requests each student to read his/her words one at a time. After a word is read, students who think they know the definition raise their hand.
- When called on, the student attempts to give the correct meaning.
- If the student is correct, he/she gets a bonus point.
- The first word on the student's list that no one knows the definition of is circled and becomes his/her entry in the final word list.
- The teacher collects the entry papers, selects an entry word, writes it on the board, labels it and pronounces it.
- The students copy down the word on their score sheet (a regular piece of notebook paper).
- Students write down a made-up definition in dictionary language.

Suggested Monitoring Procedures

Collect and score papers and possibly use total points as a daily or quiz grade.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

- The teacher then collects these definitions, shuffles them, adding the real one and numbers them. The teacher reads each definition with its number and the students select one of the definitions read as the correct one and places the number of it next to the entry word "A."

SCORING:

- Every student who guesses the correct definition gets a point.
- Every student whose "made-up" definition is selected gets a point for each time it is selected.
- The person whose word it was gets as many points as people who did not get any points (the number of students who chose incorrectly and did not have their definition chosen by anyone).
- Proceed to next word - use same procedure.

District Resources

SMALL SC LS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows word definitions are based on parts of speech of the word. B. The student is able to select appropriate word definitions to fit the context.

State Goal	1
District Goal	
Program Goal	3,4a,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Words in Context or What Do You Mean?

Group Size: small groups

Materials: worksheet of story and words to find

Procedure(s):

- Look at the passages from Gulliver's Travels.
- Read story with students and call attention to the words that are underlined.
- Ask students if they know the meaning of the words? (Even if the students don't know the exact meaning, he/she could understand what was happening.)
- Explain meaning in context.

- Story Excerpts:

"I likewise found several slender ligatures across my body, from my armpits to my thighs.
I could only look upwards; the sun began to grow hot, and the light offended my eyes.
I heard a confused noise about me, but in the posture I lay, I could see nothing but the sky."

- Be certain to notice whether the word is used in its verb form, noun form, or as an adjective.

slender __________
ligatures__________
offended __________

- Have students look up the correct definition of the word in the dictionary based on how the word is used in context.

Suggested Monitoring Procedures

Students should be able to tell orally what each underlined word means by reading contextual clues. Checking in the dictionary will reinforce meanings.

Possible Resources

Books:

Gulliver's Travels, Jonathan Swift

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows word definitions are based on parts of speech of the word. B. The student is able to use the dictionary to locate the accented syllable in a word. C. The student is able to use the dictionary to determine the part of speech of words.

State Goal	1
District Goal	
Program Goal	3,4a,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Changing Accents
Group Size: entire class
Materials: worksheet or sentences on the board to copy

Procedure(s):

- Explain that some words change their meaning by moving the accent.
  Example: A rebel is one who fights against authority.
- Explain to students that when they read that they pronounce rebel with the accent on the first syllable: reb′el. But when they speak of people who rebel, the pronunciation changes. The accent then is on the second syllable: re bel′

ACTIVITY:

- Fill in the blanks with the right word.
- Show which syllable is accented.
- Use the dictionary to find the part of speech of the word and check work.
- In parenthesis tell which part of speech each word is:

1. One_________detail was added each_________ of the discussion.
   mi nute′ min′ute
   (v?) (a?) (n?)

2. To ________her, Sam purchased a new television____________.
   con sole′ con′sole

Suggested Monitoring Procedures

Note and record students who understand the use of accent marks and parts of speech and those who do not.

Possible Resources

Aaron Zwieback and His World of Words, Prentice-Hall, 1972.

Thinking Through-The Dictionary
Prentice Hall

Using Reference Aids, Book C, Level 2, Reading Skills Lab. William K. Durr and Robert L. Hillerich, Houghton Mifflin Co.

District Resources

Suggested Activities: Grade(s) _____

3. A litterbug might __________ to remove
the __________.
ref′use re fuse′

4. The guard did not __________his__________post.
de sert′ des′ert

5. Did the singing group__________a new __________?
rec′ord re cord′

Title: More Dictionary Accents
Group Size: small group, entire class
Materials: dictionary, paper, pencils

Procedure(s):

- Have students find the following words in the dictionary.

object
subject
reject
present
record
erect
transport
transfer
present
insult
contract
proceed

- As they do so, they are to:

1. Find and write down different pronunciations for each word, showing the stress or accent mark.
2. Write down the part of speech for each word.
3. Find and write the different meaning for each word.
4. Use each word correctly in a sentence.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCH S PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows meaning of the symbols used to indicate pronunciation. B. The student is able to use pronunciation key as an aid in reading words. C. The student is able to use the dictionary to locate the accented syllable in a word.

State Goal	1
District Goal	
Program Goal	2,3,7

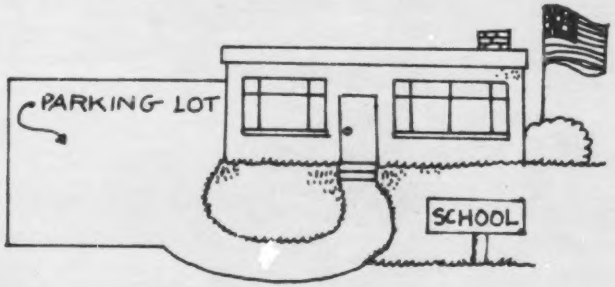
Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Phonetic Funhouse -
Group Size: individual, small group, entire class
Materials: dictionaries, crayons

Procedure(s):

- Duplicate a picture of a school such as the one shown on this page.



- Prepare a chart giving directions for completing the school. Write the words of the directions in phonetic respelling from the classroom dictionary.

Example:

1. Kul´ər ŦHə wȯl red.
2. Māk sum smōk cum´ing out uv ŦHə chim´né.
3. Drô a nōz in ŦHə fėrst win´dō.
4. Māk blü kert´nz in ŦHə sek´ənd win´doz.
5. Kul´ər ŦHə dôr and chim´nē broun.
6. Māk a smīl´ing fās in a thėrd win´dō.
7. Kul´ər ŦHə dôr nob blak.
8. Drô a bī´səkl in ŦHə parking lot.
9. Kul´ər ŦHə ruf grēn.
10. Ad en´ ē thing els ūd līk tō drô.

Suggested Monitoring Procedures

Observe the students to see if they are able to follow the phonetically written instructions.

If needed, or for fun, this activity can be done again at a later time.

Possible Resources

Books:

Kids´Stuff Reading and Language Experience for Intermediate Jr. High, by Imogene Forte, Frank Mackenzie Incentive Publications Inc.

District Resources

Suggested Activities: Grade(s) ______

Title: Word of the Day
Group Size: entire class
Materials: none

Procedure(s):

- Each day choose a person to present the "Word of the Day".
- In the morning, that person will put on the board a word, a key to its pronunciation, its part of speech, a definition, and a sentence containing the word.

  Example:

  Delude (dĭ lo͞od) verb--To mislead the mind or judgment of; deceive. The criminal tried to delude the jury by telling them he was an upright and honest man.

Title: Pronunciation-Student's Names
Group Size: small group, entire class
Materials: none

Procedure(s):

- Phonetic spelling of children's names will create an interest in diacritical markings used in dictionaries.
- Teacher writes phonetic spellings of several names, and asks students to tell who they are.
- Ask students to write their names phonetically and the names of their friends.

Ā′me	Rā	Bĭl	Grās
Amy	Ray	Bill	Grace

Suggested Monitoring Procedures

During the day have students make an effort to use word of the day selections as much as possible in conversation.

Students could keep all words in a special notebook. They could also divide the notebook into alphabetical listings as in a dictionary.

Write names of the students produced during exercise and have class try to pronounce them. How many names do they recognize?

Possible Resources

Books:
Spice Series, Mary Platts
Educational Services Inc.

Books:

Techniques, Games and Devices,
Curriculum Bulletin, LAR 26,
Edmonds School District #15

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows meaning of symbols used to indicate pronunciation. B. The student is able to use pronunciation key as an aid in reading words.

State Goal	1
District Goal	
Program Goal	2, 3, 6, 7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Webster's Worry
Group Size: small group, entire class
Materials: pencils, paper

Procedure(s):

- Each student contributes one or more original nonsense words to a dictionary. Each entry includes:
  - a. original spelling
  - b. phonetic respelling of the word, including stresses and syllabication
  - c. the form class
  - d. spelling of word with endings
  - e. definitions
  - f. illustrations, if possible

  Examples:

  SKETTER (ske'tter) v. (skettering, skettered), n. (sketters)
  1. to disperse quickly, spill
  2. queasy feeling in the stomach
  3. small skateboard with wheels

  FLIB-BLE (flib'l), v. (flibbling, flibbled).
  1. to waddle.
  2. to disagree in fun.
     n. (fibbles, flibber),
  3. one who disagrees.
  4. one who waddles.
  5. a short-billed bird with a tail that wobbles.

- A committee may alphabetize the entries and prepare the dictionary for "publication."

329

Suggested Monitoring Procedures

Carefully monitor the students, checking to see if they understand the procedures and the idea of phonetic spelling.

Possible Resources

Books:

Kids' Stuff Reading and Language Experiences, Porte, Frank, Mackenzie, Incentive Publications, Inc., P.O. Box 12522, Nashville, Tennessee, 37212

District Resources

330

Suggested Activities: Grade(s) ______

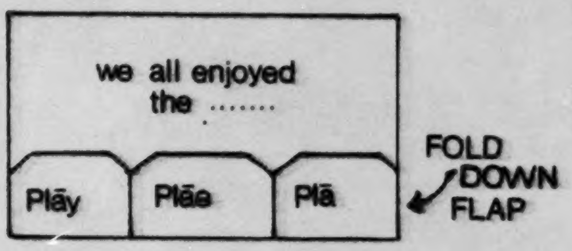
Title: Definitely Diacritical
Group Size: individual, small group
Materials: posterboard - 10 pieces 6" x 6"

Procedure(s):

- Print the following sentences on the tops of the posterboard pieces.
- Print each word with its diacritical markings on the flaps.
- Place a star under correct flap. (Correct answers have an asterisk next to them.)

Example:

Cut and fold posterboard pieces as shown below:



Sentences:

1. I was hoarse from talking so much.
   hors* hŏrse hŏrsə
2. The police discovered a motive for the crime.
   crīm krīm* crīme
3. I was out picking apples in the orchard.
   or´chard* ōr chard ôr´chard
4. We pollute our rivers each day.
   po lo͝ot p loot´ pəlo͞ot*
5. It was a beautiful diamond ring.
   di mənd* dī â mond dī â mənd
6. What grade is Helen in?
   grāde grād* grăde

Suggested Monitoring Procedures

Possible Resources

Books:

101 Make and Play Reading Games For Intermediate Grades, Jerry J. Mallet, Center for Applied Researc in Education, Inc. pages 277-278.

District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to recognize that dictionaries vary in completeness, i.e., abridged-unabridged, appendices and additional helps.

State Goal	1
District Goal	
Program Goal	3,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Dictionary Scavenger Hunt
Group Size: entire class
Materials: copies of abridged and unabridged dictionaries

Procedure(s):

- Discuss the difference between abridged and unabridged dictionaries.
- Make a worksheet as follows:

List of information to be looked up	Abridged	Unabridged
1. Pictures of U.S. Flags		
2. The word chimera		
3. Chart of animals		
4.		
5.		
6.		

- Teacher lists the items to be looked up. Students check both dictionaries to see if the information is there and write yes or no in the appropriate column.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

335

336

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 6 - 8

Student Learning Objective(s) A. The student is able to use the telephone directory, especially the yellow pages, to locate information.

State Goal	1
District Goal	
Program Goal	3, 7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Walking Through The Yellow Pages

Group Size: small group, entire class

Materials: old telephone directories

Procedure(s):

- Have the students bring to school some old telephone directories. This may provide a reading activity for those students who can't or won't read from other kinds of books. However, all levels could benefit from this because the yellow pages are confusing.
- Provide a list of preliminary instructions and questions designed for "getting to know the telephone directory--especially the yellow pages".

  Example:

  1. Have them look up the names, addresses and telephone numbers of six of their friends. Arrange these names in alphabetical order. Which friends have the most common names?
  2. Have them browse through the yellow pages. Have them note that the whole section is alphabetized by groups of business or professional people rather than by individuals.
  3. Have them look up these large groups such as doctors, lawyers, plumbers, service stations, etc.

     Have them find individual people or business within the large groups.

Suggested Monitoring Procedures

See that students don't copy each other.

Possible Resources

Edmonds School District #15, Word Analysis Game, Intermediate and Junior High

Kids' Stuff, Reading and Language Experiences, Intermediate - Junior High, by Imogene Forte, Marjorie Frank, Joy MacKenzie, Incentive Publications, P.O. Box 12522, Nashville, Tennessee 37212

District Resources

Suggested Activities: Grade(s) ______

4. Show them how cross-referencing is used and some businesses can be found in several places under several different headings. Give an example.
5. Stress that many of the professional people and businesses can be found in the regular section of the directory. However, many of them cannot.

- Give them a specific list of businesses and professional people and have them provide the telephone numbers, addresses, and what services they provide.

Suggested Monitoring Procedures

Possible Resources

District Resources

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Locating Parts of a Book

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. table of contents lists chapters or sections of a book and page numbers.		4					
. the glossary of a book lists important names and definitions on important words found in the book.	175-	4-8					
. the index assists in locating specific information and is usually found in the back of a book.	173	4-8					
The student is able to:							
. use the table of contents to locate information.		4-6					
. locate the name of the publisher.	171	4-8					
. locate copyright date.	171	4-8					
. use the index to find main topic, subtopic and cross-reference information.	173	4-8					
. use the glossary to locate important names and definitions.	175-	4-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student is able to locate the name of the publisher in a book. B. The student is able to locate the copyright date.

State Goal	1,9,10
District Goal	
Program Goal	1,7

Related Area(s) ____

Suggested Activities: Grade(s) 7-8

Title: Who Prints Our Books?
Group Size: small group, entire class
Materials: all books within the classroom

Procedure(s):

- Using all the books within the classroom, have each student locate twelve different publishing companies and copyright dates.
- Have them chart the information under the titles: Book title, Publisher, Copyright date.
- Have them look for different copyright dates within the same series of textbooks and to note that on the chart also.

Example:

Book Title	Publisher	Copyright Date

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) 7-8

Title: Book Review
Group Size: small group, entire class
Materials: book report forms

Procedure(s):

. Have the students use the following format for writing a book review.

Title:
Author:
Publisher:
Copyright Date:
Paperback or Hard cover:
Number of pages:

Include:
1. The personal meaning the book had to you. Be specific.
2. Include enough of the plot so another reader can identify it.
3. Would you recommend it? Why? Why not?

Suggested Monitoring Procedures

Possible Resources

Ideas from W.O.R.D.
Word Conference, 1975

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the index assists in locating specific information and is usually found in the back of a book. B. The student is able to use the index to find main topic, subtopic and cross-reference information.

State Goal	1,9
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Index-it
Group Size: small group, entire class
Materials: index excerpt and ditto

Procedure(s):

- As an introduction to using the index ask the students the following questions:
  Where do you find information on a specific topic?
  Where would you look for information on the first settlers in Hawaii?

Index excerpt

Hawaiian Islands
Climate of, 231-232
crops of, 232 first
settlers in, 233-234
see U.S.

1. Look for main topic--Hawaiian Islands.
2. Look under Hawaiian Islands for the subtopic-first settlers in.
3. Note the page numbers. (If you had the whole index you might look under settlers also!)
4. "See U.S." is called a cross-reference.

- Guide students in answering these questions:
  1. How can using an index help you find information on a topic or question?
  2. How are the main topics in an index arranged? In what ways may the subtopics be arranged?
  3. What is the key word in the question - Who were the first settlers in Hawaii? (Hawaii)

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

4. When would you need to use a key word that is not in the question?
5. What does the dash between two page numbers tell you?

* 6. What does the word "SEE" tell you?

* 7. What do the words "SEE also" tell you?

8. What do the letters m, p, d and t in an index tell you? (map, picture, diagram, table)

* (Cross referencing)

__Title__: Making It Yourself or My Very Own Index

__Group Size__: Small group, entire class

__Materials__: worksheet or chalkboard

__Procedure(s)__:

- List the following topics and subtopics on a worksheet or on the chalkboard.
- Have the students arrange the topics as well as their subtopics in alphabetical order as they appear in an index.

__Communication__
Printing press
Telegraph
Radio
Effect of development
Telephone
Wirephoto

__Colonial life in America__
Self-government
Taxation
Agriculture
Trade
Education
Unity among colonists
Religious freedom

__Canada__
Second World War
War of 1812
Oregon Treaty
boundary line
Sault Ste. Marie Canal
Quebec Art

Suggested Monitoring Procedures

Possible Resources

__Be a Better Reader__
Nila Banton Smith, Book II
p. 105, Prentice-Hall Inc.

District Resources

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows the glossary of a book lists important names and definitions of important words found in the book. B. The student is able to use the glossary to locate important names and definitions.

State Goal	1,9,10
District Goal	
Program Goal	1,7

Related Area(s) __________

Suggested Activities: Grade(s) 7-8

Title:	Glossary or "Little Dictionary"
Group Size:	small group, entire class
Materials:	textbooks with glossaries

Procedure(s):

- Explain to the students glossaries are found at the back of the book and contain words that need their pronunciations or meanings explained.
- Not all glossaries are alike.
- A reading glossary would have names of many people, since there are many characters in stories.
- A geography glossary would have many names of places.
- A science glossary would contain words that are related to science.
- Compare the glossaries of two different kinds of books. Then answer these questions:
  What kinds of books have you chosen?
  Is one glossary more detailed than the other? Which one?
  In what other ways do glossaries differ?

Suggested Monitoring Procedures

Given an unknown book, the student is able to locate the glossary and explain how one may differ from the other

Possible Resources

Books:

Study Skills (for information retrieval) Barnes and Burgdorf, Allyn and Bacon Inc.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

354

355

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the glossary of a book lists important names and definitions of important words found in the book. B. The student is able to use the glossary to locate important names and definitions.

State Goal 1,9

District Goal

Program Goal 1,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

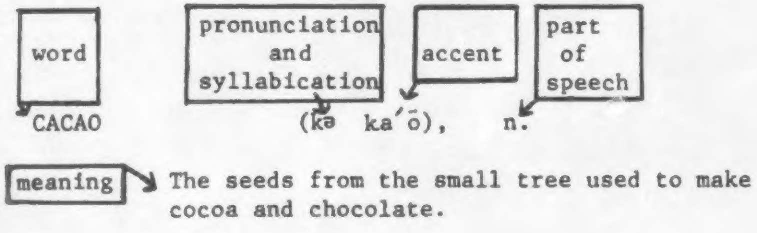
Title: Glossary Goodies!
Group Size: entire class
Materials: dittoes of activity

Procedure(s):

Before beginning the activity provide students with the following information:

- A glossary is similar to a small dictionary.
- It gives the pronunciations of special words.
- It gives the meanings of the words as they are used in the book.

Excerpt from a glossary:



CACAO (kə ka´ō), n.

The seeds from the small tree used to make cocoa and chocolate.

- Using a glossary from the student's text book, have the students do the following activity: (Example on back)

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

. Give the students the following list of words. Have them fill out the chart including pronunciation, part of speech and meaning of the word.

cacique
carburetor
caribou
charity
chassis
civilization
conveyor belt
council
crater
crusade
custom

Word	Pronunciation and syllabication accent	Part of speech	Meaning
cacique	kə sēk'	n.	Chief of an Indian tribe in Mexico

District Resources

SUBJECT: **Reading**

SPECIFIC AREA: **Study Skills: Locating Reference/Library**

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. books in the library are shelved in groups according to type, i.e., stories, biography, reference, factual information.	181	4-8					
. specific books and other materials or groups of books can be located through the card catalog and other visual guides, i.e., shelf labels, wall signs, diagrams.	185	4-8					
* . the card catalog is arranged in alphabetical order and references subjects, authors or titles.	183	4-8					
. nonfiction books are divided into ten subject groups (Dewey Decimal System).	195-	6-8					
. that Readers' Guide and Subject Index to Children's Magazines index magazine articles alphabetically.	197-	5-8					
. there are specialized references for locating information:							
. encyclopedias list alphabetically information on a wide range of subjects.	193	4-8					
. atlases are a bound collection of maps, tables, charts.		4-6					
. almanacs are annual publications including calendars, tables and/or other useful information.	193	7-8					
. vertical files contain pamphlets, clippings, pictures and charts.	189	4-7					
The student is able to:							
* . identify specific types of information found on catalog cards, i.e., author, title, call number, number of pages, annotation.	183	4-8					
. identify the three main kinds of cards, i.e., author, subject, title.	183	4-8					
* . use card catalog call numbers and visual guides to locate books/materials.	183-	4-8					
* . locate basic information in magazine index entry, i.e., title of article, title of magazine, pages, date of publication.	191	5-8					
. use appropriate procedures to locate information in reference materials.	193	4-8					
. use the vertical file to locate needed information.	187-	4-7					
. identify the ten main Dewey Decimal groups and their numbers, i.e., 100, 200, etc.	195-	6-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows books in the library are shelved in groups according to type, i.e., stories, biography, reference, factual information

State Goal	1, 9
District Goal	
Program Goal	1, 7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Group According to Type
Group Size: entire class
Materials: worksheet

Procedure(s):

- List on board or worksheet titles of books which fall into the broad categories such as: biography reference, stories, factual information.
- Have students put titles under appropriate category heading.

Example:

Titles:
Little Women - Alcott
Old Yeller - Gibson
Ben Franklin, Inventor - Lewis
History of U.S. - Stone

Biographies	Stories	Factual Information
Ben Franklin, Inventor	Little Women Old Yeller	History of U.S.

Suggested Monitoring Procedures

Check worksheet

Possible Resources

Librarian

District Resources

Suggested Activities Grade(s)	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows the card catalog is arranged in alphabetical order and references subjects, authors or titles. B. The student is able to identify specific types of information found on catalog cards, i.e., author, title, call number, number of pages, annotation. C. The student is able to identify the three main kinds of cards, i.e., author, subject, title. D. The student is able to use card catalog call numbers and visual guides to locate books/materials.

State Goal	1, 9
District Goal	
Program Goal	1, 7

Related Area(s) ____________________

Suggested Activities: Grade(s) 7-8

Title: Let Your Brain Do The Walking
Group Size: individual, group, class
Materials: old telephone books, one per student or group

Procedure(s):

- Exercise will help students with the idea of looking up alternative terms for key words found in questions, when looking for subject headings. Set up sheet as below.

Problem	Product	Found under	Name/phone
You want to rent a horse	Horse	Riding Academy	The Funny Farm 337-6404

- Students are given a set of problems and look for the rest of the information in the Yellow Pages.

Suggested Monitoring Procedures

Possible Resources

Books:

Discovering Books and Libraries
F. D. Cleary
H. W. Wilson Co.
1966

District Resources

Suggested Activities Grade(s)	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows books in the library are shelved in groups according to type, i.e., stories, biography, reference, factual information. B. The student knows specific books and other materials or groups of books can be located through the card catalog and other visual guides, i.e., shelf labels, wall signs, diagrams. C. The student is able to use card catalog call numbers and visual guides to locate books/ materials.

State Goal	1, 9
District Goal	
Program Goal	1, 7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: It's All In The Name
Group Size: entire class
Materials: access to library,
sheet of questions

Procedure(s):

- Make up questions which can be answered by the titles of books.
- After each question, write the call number of a book whose title answers the question.

Example: What state is surrounded by water?
919.69 -

The student locates the book by its call number, writing the title of the book and hence, the answer to the question, i.e. Hawaii.

Suggested Monitoring Procedures

Check answers

Possible Resources

District Resources

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 7 - 8

Student Learning Objective(s) A. The student knows that Readers' Guide and Subject Index To Children's Magazines index magazine articles alphabetically. B. The student is able to use card catalog call numbers and visual guides to locate books/materials. C. The student is able to use the vertical file to locate needed information.

State Goal	1, 9
District Goal	
Program Goal	1, 7

Related Area(s)

Suggested Activities: Grade(s) 7 - 8

Title: All Points Search
Group Size: entire class
Materials: large piece of butcher paper divided into columns: Non-fiction, Biographies, Related fiction books, Magazine articles, Vertical Files, Reference Books, A-V

Procedure(s):

- For a week, students search through library sources for information about the topic.
- Each source is entered in the column designated for its type.
- Book entries should include titles and call numbers (authors optional).
- Magazine articles should include article title, magazine title and date.
- Reference book entries should include title, article title and author when possible (volume and page optional).
- Vertical file entries should include title and type of item.
- A-V entries should include title, call number, and type of material (film entries, recordings, cassettes, etc.).
- Students may then use the resulting bibliography for project research.

Suggested Monitoring Procedures

Students should initial their contributions. Observe and discuss resources.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

378

377

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the vertical files contain pamphlets, clippings, pictures and charts. B. The student is able to use the vertical file to locate needed information.

State Goal	1,9
District Goal	
Program Goal	1, 7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: File It **Group Size:** entire class **Materials:** clippings, pamphlets, pictures, charts, cardboard box, file folders **Procedure(s):** . Students start their own file. . Students collect their own pictures, clippings. . Teacher may give everyone a topic to write about. . All students collect something about that topic and file it. . Students write a report based on the information in that file.	Read papers to show different techniques of handling the topic.	**Books:** **Library Skills** Denison 1967 District Resources

380

Suggested Activities Grade(s)	Suggested Monitoring Procedures	Possible Resources
		District Resources

381

382

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows the Readers' Guide and Subject Index to Children's Magazine index magazine articles alphabetically. B. The student is able to locate basic information in magazine index entry, i.e., title of article, title of magazine, pages, date of publication.

Related Area(s) ______

State Goal	1, 9
District Goal	
Program Goal	1, 7

Suggested Activities: Grade(s) 7 - 8

Title: Relay Race
Group Size: entire class or groups of 4-5
Materials: copy of Readers' Guide or Subject Index per group, one sheet of questions per group

Procedure(s):

- Seat each group at a separate table.
- Give each group a set of questions, handled by the first person to use the Readers' Guide or Subject Index.
- After first question on worksheet is answered, it is passed to the next student, etc.
- Winners are the first to finish.

Title: That's My Name Too
Group Size: entire class
Materials: a copy of Readers' Guide per student.

Procedure(s):

- Each student looks to see if any authors with the same surname as his/hers are in the book.
- Teacher may assign another name.

Suggested Monitoring Procedures

Check answers of winning group. Winners should be by speed and accuracy of information. Observe troubled individuals for help later.

Possible Resources

District Resources

Suggested Activities: Grade(s)

Title: Report Using Sources Other Than Books
Group Size: entire class
Materials: Readers' Guide, Subject Index to Children's Literature, or a vertical file

Procedure(s):

- Have students write a brief report on a subject using information gathered only from magazines or materials in the vertical file. Have students include a simple bibliography.

Suggested Monitoring Procedures

Check report

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows there are specialized references for locating information: encyclopedias list alphabetically information on a wide range of subjects; atlases are bound collections of maps, tables and charts; almanacs are annual publications which include calendars, tables and/or other useful information. B. The student is able to use appropriate procedures to locate information in reference materials.

State Goal	1,9
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:	Trip Around The World
Group Size:	small groups
Materials:	large world map with longitude and latitude lines but no names. At least one atlas per group, colored pencils or pens, set of cards with place names numbered on it, in sequence to progress around the world.

Procedure(s):

- . One student from group stands at map ready to chart the course (each group uses a different colored pencil.)
- . Remaining students in group are given a list of cities. (Each group is given a different group of cities).
- . Group members, except for students at map, are to locate the cities in the atlas and determine the longitude and latitude of each.
- . Group members provide student at map with the longitude and latitude coordinates.
- . The student at map charts the course (each group using different colored pencil).
- . After all groups have charted their course, names of cities may be labeled and discussion of each city's longitude and latitude may follow.

Suggested Monitoring Procedures

Observe success in progress.

Suggested Resources

Books:

Library Skills, Beck and Pace

Using Reference Materials

T. S. Denison, 1965

Library Lessons For Jr. High
Junior High Library Lesson Committee, Region 14, WSASL, 1965
Available at ESD 189 District Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Reference Scavenger Hunt
Group Size: two or three competitive groups
Materials: access to library, worksheet

Procedure(s):

- Have a worksheet of questions which require students to use various references.
- First team done wins.

Example: In what reference(s):

--can you find information about the presidents of the United States, order in which they held office, and length of term in office?

--can you find a map of Iceland, Greenland and Nova Scotia?

--can you find information on the batting order of the last world series team from the American League?

Suggested Monitoring Procedures

Suggested Resources

Books:

Library Skills, California Association of Reference Librarians, Fearon Publishers, page 54.

Library Lessons for Jr. High, Junior High Library Lesson Committee, available at ESD 189 Professional Library

District Resources

Suggested Objective Placement 6 - 8

Student Learning Objective(s) A. The student knows that nonfiction books are divided into ten subject groups (Dewey Decimal System). B. The student is able to identify the ten main Dewey Decimal groups and their numbers, i.e., 100, 200, etc.

State Goal	1, 9
District Goal	
Program Goal	1. 7

Related Area(s)

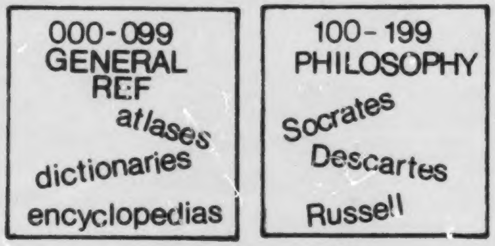
Suggested Activities: Grade(s) 7-8

Title: Dewey's Window
Group Size: entire class
Materials: paper, pencils or crayons, markers

Procedure(s):

- Hand out plain paper, five sheets each.
- Have students divide paper in half.
- Write 000-009 as the heading of one half sheet.
- On the other side of that same sheet write 100-199 with Philosophy at the top.
- Have students draw pictures, write words, or titles for each category.

Example:



- Do the following categories in the same manner.

200-299 Religion
300-399 Social Sciences
400-499 Languages
500-599 Science
600-699 Use Arts & Sciences
700-799 Fine Arts
And so on...

Suggested Monitoring Procedures

Possible Resources

Books:

Library Skills
Denison 1967

District Resources

Suggested Activities Grade(s)

Suggested Monitoring Procedures

Possible Resources

Title: Dewey Who?
Group Size: class
Materials: pencil, paper

Procedure(s):

- Note: All nonfiction books are arranged in number order on the shelves in their Dewey category.
- The Dewey number tells you two things:
  - The location of the book
  - The general subject of the book
- Show a Dewey chart.
- On the lines below, write the names and Dewey numbers of the categories in which you would find these books.

	No.	Category
God and His People		
Familiar Insects of America		
Better Soldering for Boys		
How Books are Made		

Title: Understanding Dewey
Group Size: class
Materials: worksheet

Procedure(s):

- Have a reference sheet with the 10 main classes and their class numbers.
- On your worksheet have a list of subjects.
- Students put class numbers to the right of each word.

Example:	Answer
Chemistry Experiments	500
Building Bridges	600
The Story of Helen Keller	900

Variation: Have title of book and to the right have students write class name and class number.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6 - 8

Student Learning Objective(s) A. The student knows that nonfiction books are divided into ten subject categories (Dewey Decimal System). B. The student is able to identify the ten main Dewey Decimal groups and their numbers, i.e., 100, 200, etc.

State Goal 1, 9

District Goal

Program Goal 1, 7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Fun With Dewey
Group Size: entire class
Materials: worksheet

Procedure(s):

- Teacher prepares a reference sheet with ten main classes and their numbers.
- Have statements such as, "The Story of My Life" you will find in the 900's. Or 'I Learned How to Play Soccer" from the 700's.
- Help students relate information with a Dewey Decimal class number.

Title: Dewey Solitaire
Group Size: groups of three or four
Materials: blank playing cards

Procedure(s):

- Make ten class cards, one for each class number.
- Make up cards with subtopics on them and titles of books. Sixty cards are made with five cards dealt to each player. The rest of them placed in a pile.
  The class number cards will be used as aces in the middle. Students will get a point for each ace they put up and for every card they add to their aces.
- In turn, each player draws a card and plays on aces if possible. Discards are from hand or draw card.
- Game ends when all possible cards have been played. Winner has highest score.

District Resources

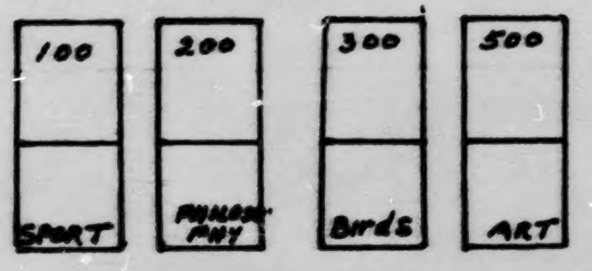
Suggested Activities Grade(s) ________

Title: Dewey Dominoes
Group Size: groups of 2-4
Materials: cardboard rectangles with line drawn down the middle of each

Procedure(s):

- On one end of a rectangle write class numbers (100, 200, etc.) and on the other write class names, but not for the corresponding class number. (see below.)
- Game is played by placing all dominoes upside down in center except one.
- Each student draws one domino at a time and plays it by matching a class to a number (100-matches philosophy).
- Each student should keep a tally slip on which he writes the matches he/she makes.
- Winner has the most matches.

Variation: Instead of with class names, write common subclass on one end of domino (education is matched to 300 or to social sciences).



Suggested Monitoring Procedures

Check tally slips.

Possible Resources

District Resources

SUBJECT: **Reading**

SPECIFIC AREA: **Study Skills: Locating Reference/Encyclopedias**

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. encyclopedia topics are arranged alphabetically.		4					
. most encyclopedias have indexes for locating topics that are not main entries.		4-6					
. long articles will be divided into subtopics.	203	4-8					
. encyclopedia year-books or annuals update information on subjects.	201	7-8					
The student is able to:							
. locate a subject in an encyclopedia.		4					
* . use the index of an encyclopedia to locate information.		4-6					
. use cross reference information that is specifically related to the topic ("see"), and that which is less related ("see also").		4-6					
* . use subheadings within an article to locate specific information.	203	4-8					
. obtain information from visuals in the encyclopedia.	205	4-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

Suggested Objective Placement 4-8

Student Learning Objective(s) The student knows encyclopedia year-books or annuals update information on subjects.

State Goal	1
District Goal	
Program Goal	5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: You Asked For It!
Group Size: individual, entire class
Materials: 3" x 5" cards, felt pen, set of year-books, pencil, notebook paper

Procedure(s):

. Prepare a series of note cards with questions.
. Ask the students to locate the necessary information to answer the question on the card.
. Have the student indicate the year-book and page number where the information was found.

Example:

In what year did Willy Brandt win the Nobel Prize?

When did the SALT II agreement talks open in Geneva?

District Resources

402

403

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows long articles will be divided into subtopics. B. The student is able to use subheadings within an article to locate specific information.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Find It
Group Size: entire class
Materials: Social Studies, Science texts, or a set of children's magazines (same one for each student)

Procedure(s):
- Class chooses the same chapter or article to read silently. Instruct students to use the next five minutes to read all boldface words and subheadings in the article, trying to remember their given order.
- The teacher orally gives a specific idea or fact within the article. Students try to locate it quickly, using memory of key words and subtopics.
- Student stands up when idea is located and gives an explanation of how he/she found the fact quickly.
- Repeat the exercise with another chapter or article, and idea or fact.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to obtain information from visuals in the encyclopedia.

State Goal	1
District Goal	
Program Goal	5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Encyclo-Mania
Group Size: entire class
Materials: set of encyclopedias, paper, pencil

Procedure(s):

- Tell each student he/she must find an example of a visual (map, graph, picture, etc.) in the encyclopedia.
- Using the example found, the students are to write a few descriptive clues about the information contained on the visual. (They should write the volume of the encyclopedia and page number where their information was found.)
- Each student then reads his/her description to the class, and class members determine what type of visual is being described (map, picture, graph, etc.).
- Student then shares visual with class members.

Suggested Monitoring Procedures

Possible Resources

Encyclopedias

District Resources

Suggested Activities Grade(s)	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Organizing

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. an outline is a list of topics on a subject arranged in a particular framework.		4-8					
. a Roman numeral in an outline identifies a main topic.	209	4-8					
. a capital letter in an outline identifies a subtopic.	209	4-8					
. a numeral in an outline indicates a detail.	209	6-8					
The student is able to:							
. determine the main topic of a well-written paragraph.		4-5					
. determine the main topic of a paragraph containing two topics.		4-5					
. determine the topic and subtopics of a paragraph.		5-6					
. determine the topics and subtopics of a selection containing multiple paragraphs.		5-6					
. determine the topic, subtopics and details of a paragraph.	209	6-8					
. make an outline from well-written material which identifies topics, subtopics and details.	209	6-8					
. take notes from an article read.		7-8					
. organize notes into outline form.		7-8					
. make a report (oral or written) using notes in outline form.		7-8					
SEE LANGUAGE ARTS: Report writing for activities for the last three objectives listed on this page.							
The student values:							

414

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows a Roman numeral in an outline identifies a main topic. B. The student knows a capital letter in an outline identifies a subtopic. C. The student knows a numeral in an outline indicates a detail. D. The student is able to determine the topic, subtopics and details of a paragraph. E. The student is able to make an outline from well-written material which identifies topics, subtopics and details.

State Goal	1, 10
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Outline Form

Group Size: small group, entire class

Materials: tagboard cards with Roman numerals and capital letters

Procedure(s):

- Make a set of tagboard cards containing Roman numerals and capital letters. A set of cards might contain the following cards, though sets could vary in the total number of cards.

Example:

I II A A B B C

1. 1. 2. 2. 3.

- Randomly pass out cards to students, one card per student.
- Have students place cards on a table in order to show the correct form of an outline.

Example: (see opposite side)

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

I
- A
  - 1.
  - 2.
- B
  - 1.
  - 2.
  - 3.

II
- A
- B
- C

. Have students record the outline form made with the cards.

. Shuffle cards and redistribute them to class members. Have students compare the original outline form to the second outline form.

. Discuss with students why it is possible to arrange the cards into more than one correct outline form. (Make certain students indent the cards properly as they arrange the outline).

Extension:

. Give student a written selection. Have him/her identify the topics, subtopics and details. Have him/her arrange the topics, subtopics and details in correct outline form.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: **Reading**

SPECIFIC AREA: **Study Skills: Retention**

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. studying at the same time and in the same place aids remembering.		4-8					
. spacing study time aids memory more than studying all at one time.	213	4-8					
. notes must be re-read to have value.	215	6-8					
. when it is appropriate to:							
. take notes, i.e., if the purpose is for discussion.	215	6-8					
. make an outline, i.e., if the purpose is for reporting.	215	6-8					
. write a summary paragraph, i.e., if the purpose is to summarize.	215	6-8					
The student is able to:							
. paraphrase or restate ideas found in reading	217	4-8					
. retain general information with the use of aids such as notes and outlines.	219	6-8					
. read abbreviations, symbols and shorthand used when taking notes.	221	7-8					
. read notes organized in outline form.	219	6-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

Suggested Objective Placement 4-8

Student Learning Objective(s) The student knows spacing study time aids memory more than studying all at one time.

State Goal	1,10
District Goal	
Program Goal	4B, 6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: **Group Size:** **Materials:** **Procedure(s):** . As suggested by Madeline Hunter in her text, Retention, it may be worthwhile to suggest to your students that shorter and more frequent periods of study may be beneficial in developing their ability to retain information.		Retention, Madeline Hunter, TIP Publications, El Segundo, Calif. 1967. **District Resources**

424

425

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCH S PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows notes must be re-read to have value.

B. The student knows when it is appropriate to take notes, make an outline, write a summary paragraph.

State Goal	1,10
District Goal	
Program Goal	2,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title:
Group Size:
Materials:

Procedure(s):

- Hold a class discussion asking the following questions:
- How do you study a chapter or article?
- Do you read it once, twice or more?
- What else could you do?
    a. take notes.
- What are notes and why do people take them?
    a. a list of ideas obtained from a book that help the reader remember information just read.
- Why is it helpful to make an outline of materials read?
    a. It condenses the information into fewer words, therefore making it easier to remember,

    or

    Outlines are useful when giving an oral report or when organizing written reports.
- What other method might you use for studying?
    a. summary paragraph
- How does a summary help you?
    a. Helps student condense information in fewer words.
- Why is it important to re-read notes?
    a. To help organize thoughts and keep the information fresh in your mind.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to paraphrase or restate ideas found in reading.

State Goal	1,10
District Goal	
Program Goal	2,6

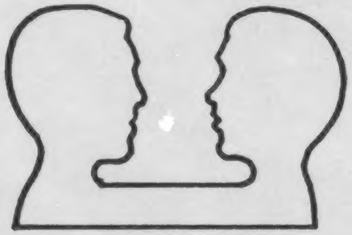
Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Say It Your Way, Sam
Group Size: entire class
Materials: construction paper, felt pens

Procedure(s):

- Enlarge and cut out of light-colored construction paper the following silhouette:



- On the left side print a quotation similar to this: "Ben Franklin said, 'An apple a day, keeps the doctor away.'"
- On the right side print the student's name and his/her paraphrase of the same quotation.
  Example:
  "Bob Phelps says, 'Fruit is a healthful food to eat.'"
- Have each student do a paraphrase on a different quotation.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student is able to retain general information with the use of aids such as notes and outlines. B. The student is able to read notes organized in outline form.

State Goal 1,10

District Goal

Program Goal 2,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Squad Outlines
Group Size: entire class
Materials: science or social studies texts, notebook paper, pencil (maybe Scholastic or Xerox magazines)

Procedure(s):

- Divide the class into work squads of two or three students each.
- Have each squad prepare an outline of the chapter or story assigned to them. (Each squad is assigned a different chapter or story.)
- Collect outlines from squads and save.
- At a later time - after students have read all materials assigned - read outlines aloud.
- Ask students to identify the chapter or story by the outline read aloud.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested **Activities**: **Grade(s)** ______	Suggested Monitoring Procedures	**Possible** Resources
		District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to read abbreviations, symbols and shorthand used when taking notes.

State Goal	1,10
District Goal	
Program Goal	2,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

440

441

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: **Reading**

SPECIFIC AREA: **Reading in the Content Areas**

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. the rate of silent reading depends on the subject matter, the difficulty of the material and the purpose for reading.	225	5-8					
. specialized vocabulary for each subject area.	229	4-8					
* . visual and graphic material is used to get information.	231	4-8					
* . skimming is used to locate the general topic of a paragraph.	233	7-8					
* . scanning is used to locate specific information in a selection.	235	7-8					
The student is able to:							
. adjust reading rate to purpose and difficulty of material.	225	4-8					
. recognize new vocabulary unique to a specific content area.	227	4-8					
. read material for specific purpose, i.e., main idea, locating facts, substantiating ideas.	229	4-8					
* . read material (graphs, charts, scales, etc.) specific to certain content areas.	231	4-8					
* . preview a selection by skimming to locate topics in order to anticipate content and determine relevancy.	233	7-8					
* . scan a selection for important words and/or sentences in order to locate specific information.	235	7-8					
. retain specific information with complete and accurate recall by using mnemonic devices or repetition.	237	7-8					
. use a formal study technique, i.e., SQ3R (Survey, Question, Read, Recite, Review); Read-Verbalize-Read; PQ4R (Preview, Question, Read, Reflect, Recite, Review); Time-Lapse Reading (read now, wait awhile, read again).	239	7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the rate of silent reading depends on the subject matter, the difficulty of the material and the purpose for reading. B. The student is able to adjust reading rate to purpose and difficulty of materials.

State Goal	1,5,10
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Adjust!
Group Size: small group
Materials: short passages

Procedure(s);

- Teacher explains that reading is determined by:
  - purpose in reading
  - kind (difficulty) of reading material

PURPOSE

1. entertainment----------quite rapidly, skim
2. main idea or big topic or reviewing--------------skim
3. details (selected)-----scan
4. to determine purpose----------------survey
5. judge, weigh, evaluate and analyze descriptions, facts and ideas--------------study
6. set of directions------read carefully once and then re-read a step at a time as you do what the directions tell you.
7. familiar information---read faster, staying alert for new facts.
8. fairly difficult material---------------read thoughtfully and re-read sentences and whole paragraphs when necessary.

- Teacher decides the purpose for which he/she wants students to read, e.g., what kinds of foods a certain animal eats.

Suggested Monitoring Procedures

Time the students to be certain that no one could possibly read the paragraph word for word.

Possible Resources

Reading Power, Bookmark Reading Program, Harcourt Brace, Inc. pages 248-262.

Learn Incorporated, 21 East Euclid Ave., Haddonfield, N. J. 08033

Learning Centers, Burgess Publishing Company, Minneapolis, Minn. By Gerald Stafford, Randall Pelow

District Resources

Suggested Activities: Grade(s) ______

- Teacher explains the reading technique that should be employed, e.g., scan.
- Teacher provides students with paragraphs to be read.
- Students and teacher orally discuss the answer or students write the answers (purpose).

Note: In many books skim and scan are used interchangeably.

Title: What Is Your Purpose?
Group Size: entire class
Materials: no materials needed

Procedure(s):

- Make a bulletin board on reading rates; use this formula:

YOUR PURPOSE FOR READING + THE MATERIAL YOU READ = HOW YOU READ

- Explain to the students how to get the purpose clearly in mind. To do this, students ask themselves--why am I reading this? As they continue to read, formulate in mind other purposes in the form of questions. (See Adjust! activity.)

Title: Decide
Group Size: small group, entire class
Materials: short passages

Procedure(s):

- Assumption: Students know the various reading techniques as they relate to purpose and difficulty of material.
- Teacher hands out short passages.
- Students decide whether each passage is very difficult, fairly difficult, or easy reading.
- Students think of what the purpose might be for each passage.
- Students write a sentence for each passage stating how it should be read and why.

Suggested Monitoring Procedures

Give the students a limited amount of time so that no one could possibly read the passage word for word.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows specialized vocabulary for each subject area.

B. The student is able to recognize new vocabulary unique to a specific content area.

State Goal	1,5,10
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Know Your Content Areas
Group Size: entire class
Materials: *Time* magazines, manila paper, paste, scissors

Procedure(s):

- Provide a list of content areas in which the student is to provide examples of special vocabulary words.
- Students cut out or copy the words and place in appropriate category.

MEDICINE	SCIENCE	POLITICS	MATH	BOOKS	MOVIES

Variation:

- Give each student a profession or career to research, and have them bring in a list of words associated with that profession or career. Have students transfer words to a wall chart.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to read material for specific purpose, i.e., main idea, locating facts, substantiating ideas.

State Goal	1,5,10
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
See COMPREHENSION: Literal for activities related to this objective.		
		District Resources

455

456

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows visual and graphic material is used to get information. B. The student is able to read material (graphs, charts, scales, etc.) specific to certain content areas.

State Goal	1,5,10
District Goal	
Program Goal	1,3,6

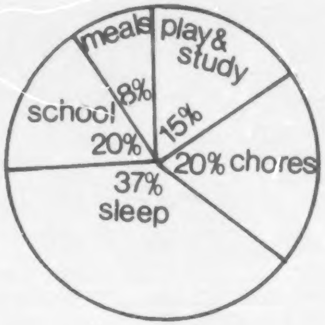
Related Area(s) Mathematics - Graphs

Suggested Activities: Grade(s) 7-8

Title: Circle Graphs
Group Size: entire class
Materials: worksheet

Procedures:

- Pass out worksheet on circle graphs.
- Explain concept of circle graph:
  The whole can be represented by a circle. The various parts of the whole can be shown as sectors of the circle (a sector of a circle is like a wedge of pie). Each part of the circle graph stands for a percentage of the whole.
- Read title and explanation of the graph.
  Example:



- Below are some questions which will help students to read this type of graph. Have students write answers on their own paper and discuss answers with entire class.

Suggested Monitoring Procedures

Possible Resources

Be A Better Reader, Level C., Basic Skills Edition, by Nila Banton Smith, Prentice-Hall, Inc. 1977, page 137

District Resources

Suggested Activities: Grade(s) _____

- What percent is represented by the entire circle?
- What is the name of the sector which shows the greatest amount of time?
- What percentage of the day did Sharon spend at meals?
- Does Sharon spend more time at school or more time playing and studying?

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that skimming is used to locate the general topic of a paragraph. B. The student is able to preview a selection by skimming to locate topics in order to anticipate content and determine relevancy.

State Goal	1,5,10
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Quick!
Group Size: entire class
Materials: short article or story

Procedure(s):

- Give each student a copy of an article, face down.
- Review the formula:

  PURPOSE (main idea) + MATERIAL (easy) = HOW (skim)

  and define the variables.
- At the given signal, papers are turned over and students skim for the main idea.
- Students raise their hand when they have it.

Suggested Monitoring Procedures

Possible Resources

Energizers For Reading Instruction by Richard A. Thompson, Parker Publishing Co., New York, N. Y. page 143.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows scanning is used to locate the specific information in a selection. B. The student is able to scan a selection for important words and/or sentences in order to locate specific information.

State Goal	1,5,10
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Key Questions
Group Size: entire class
Materials: newspaper and magazine articles

Procedure(s):

- . PURPOSE + MATERIAL = HOW
- . PURPOSE: To answer six key questions:
  Who? What? Where? When? Why? How?
- . MATERIAL: Newspaper or magazine article (easy)
- . HOW: Scan. Move eyes rapidly over the page, line by line, looking for the particular information needed. Don't read everything on the page.
- . As a class, to provide guided practice, do several articles together. Articles may be typed in primary type on a transparency, or worksheet, or duplicated copies may be handed out.
- . Provide guided practice and then monitor and adjust.
- . Provide more articles and worksheets with the six key questions.
- . Time the students while they scan and then discuss the answers.

Suggested Monitoring Procedures

Time the students to make sure they are scanning instead of reading thoroughly.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to retain specific information with complete and accurate recall by using mnemonic devices or repetition.

State Goal 1,5,10

District Goal

Program Goal 1,3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Talk Through Technique
Group Size: entire class
Materials: sentences with vocabulary words in context and underlined

Procedure(s):

- Talk through technique is to encourage students to discover relationships by linking the known with the unknown.
  Example:
  Carbolic acid was used for the disinfection of surgical instruments. How can the teacher use the students' strengths to establish a relationship between their everyday lives and the word that means destroying germs? Suggest: Chlorine in swimming pools, medicated spray on cuts and foot baths before entering a pool.
- For closure go back to the original sentence containing the word disinfection.

Title: Who Dreamed That Up?
Group Size: entire class
Materials: stories of word origins, the word, magazines

Procedure(s):

- This procedure is based on the psychological principle of paired association.
- An unknown or new word is paired with the story of its origin.

Suggested Monitoring Procedures

Possible Resources

Books:

Reading Activities in Content Areas, by Dorothy Piercey, Allyn and Bacon, Inc., pages 6-10

Be A Better Reader II, Nila Banton Smith, pages 7-15.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Example: mnemonic--teacher tells the following story----Mnemon was a companion of Achilles, the man with the vulnerable heel who supposedly had a memory problem. The main reason Achilles kept Mnemon around was to be his memory.

- The teacher could give other new words and pair them with a story.
- Students can select a word and its story origin.
- Students could cut pictures from magazines to illustrate the story.

Title: Blords
Group Size: a small group, entire class
Materials: newspaper

Procedure(s):

- Idea lists may use acronyms for memory jogging.
- Acronyms or blends (renamed blords that rhymes with cords) are pronounceable words formed from the beginning letters or groups of letters in words that make up a phrase.

Examples:
Acronym--Alcoa--Aluminum Company of America
SCUBA--Self-Contained Underwater Breathing Apparatus
Blend (Blord)--Calexico--California Mexico

- Students locate "blords" in the newspaper and cut words out.
- Students check the almanac to find out what the "blord" stands for.

Variation:

- Students could learn acronyms of governmental agencies; HEW--Health, Education, and Welfare.

District Resources

473

474

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to use a formal study technique, i.e., SQ3R (Survey, Question, Read, Recite, Review); Read-Verbalize-Read; PQ4R (Preview, Question, Read, Reflect, Recite, Review); Time-lapse Reading (read now, wait awhile, read again).

State Goal	1,5,10
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: How To Read A Chapter
Group Size: entire class
Materials: textbooks in the content areas

Procedure(s):

- PURPOSE: (stated by teacher or determined from questions to be answered) + MATERIALS (determine level of difficulty of textbook by readability formula) = HOW (study technique).

  Apply the SQ3R method of study that follows:

- SURVEY: Have the students survey the chapter they are going to read.
  - a. Have the students find the title of the chapter and read it.
  - b. Have the students find each heading and subheading (usually in boldface type or capital letters) and read them.
  - c. Have students skim each paragraph for a topic sentence.
  - d. Have students find the summary of the chapter and read it.
- QUESTION: Have students raise questions about the materials that they are going to read.
  - a. Have students look again at the headings, subheadings and summary found in the chapter.
  - b. Have students write several questions that they would like to have answered as they read the chapter.
- READ: Have students carefully read the chapter.
  - a. Have students look for answers to their questions as they read.
  - b. Have students write the answers to their questions on a special page in their notebook.

Suggested Monitoring Procedures

Possible Resources

Reading Power, Bookmark Reading Program, Harcourt Brace, Inc., pages 248-262.

Learn Incorporated, 21 East Euclid Ave., Haddonfield, N. J. 08033

Learning Centers, by Gerald Stafford and Randall Pelow, Burgess Publishing Company, Minneapolis, Minn.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

- RECITE: Have students go back over the answers that they have written.
- Have them do the following:
  a. Cover their questions and answers with a sheet of paper.
  b. Look at the first question.
  c. Repeat the answer to the question.
  d. Check their answer with the answer they have written.
  e. Follow the same steps for each of the questions.
- REVIEW: Have students review the chapter by doing any of the following: (Plan on reviewing the chapters that have been read several times during the school year.)
  a. Working with a friend, take turns answering the questions that have been raised.
  b. Record questions and answers on tape for a later review.
  c. Pretend to be a newspaper reporter who was present when the events of this chapter took place. Write a newspaper article reporting on several of the events that may have happened.
  d. Prepare a series of slides, transparencies, or cartoons dealing with this chapter. Use these as part of a report to give to the class.
  e. Make a time line to show the order of the events in the chapter.
  f. With several friends, plan a debate or discussion dealing with the chapter.
  g. Plan a mystery auction to sell some of the items mentioned in the chapter. Think of ways in which you can describe the items without giving their names.
  h. Write an advertisement with drawings to sell some of the items mentioned in the chapter.
  i. Plan a radio or TV report covering the important points mentioned in the chapter.

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to use a formal study technique, i.e., SQ3R (Survey, Question, Read, Recite, Review); Read-Verbalize-Read; PQ4R (Preview, Question, Read, Reflect, Recite, Review); Time-Lapse Reading (read now, wait awhile, read again).

State Goal	1,5,10
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
j. Be a critical reader. Find information from other sources that differs with or contradicts the information found in the chapter. k. Using information from other sources, write an original chapter dealing with the same topic. Illustrate the chapter with drawings. l. Re-read the materials in the chapter that have been highlighted or underlined. m. Write a summary for the chapter. n. Working with several classmates, develop a play that would present the main events found in this chapter.		

District Resources

479

480